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ABSTRACT

A self-study of Findlay College, Ohio, which was prepared for the North Central Association of Colleges and Schools for reaccreditation purposes, is presented. After a preliminary chapter outlining the mission and goals of the college, attention is directed to: instructional programs, community programs and resources, students and student services, educational support services, faculty, physical facilities, financial resources and operations, and decision making. Compliance with 17 accreditation criteria is assessed in the concluding chapter. In addition to information provided on a number of institutional data forms, appended materials cover: General Education Committee Actions, 1979-1980; accomplishments of faculty, 1979-1983; student organizations, 1982-1983; tenure criteria contract; administrative organizational structure; 1982-1983 decision-making survey instrument; procedures for terminating majors; and Findlay College faculty compensation compared with selected colleges. The data forms provide information on enrollment, student admissions, ability measures of students, student financial aid, instructional staff, current funds revenue by source, expenditures by function, physical plant fixed assets, institutional indebtedness, degree programs, certificate and diploma programs, and follow-up of graduates. (SW)

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Institutional Study of Findlay College

Prepared for the North Central Association of Colleges and Secondary Schools

November 1983

INSTITUTIONAL STUDY OF FINDLAY COLLEGE

Submitted to the North Central Association

of Colleges and Secondary Schools

November 1983

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INTRODUCTION TO THE FINDLAY COLLEGE SELF-STUDY

PURPOSE AND ORGANIZATION OF THE SELF-STUDY

This Self-Study has been prepared for the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools as part of Findlay College's on-going efforts toward self-examination and institutional improvement and as part of the College's review for reaccreditation as a bachelor's degree-granting institution.

The Self-Study is organized into the ten chapters listed in the table of contents. These chapters are supported by exhibits and institutional data forms included at the end of this volume and by additional exhibits and other materials that will be available for on-site inspection.

Chapter One of the Self-Study presents the institutional mission and purposes of Findlay College. Succeeding chapters relate explicitly to the mission and puposes and implicitly to the General Institutional Requirements and the Evaluative Criteria, as they are outlined in A Handbook for Accreditation (1982). Chapters Two through Nine reflect the following structure:

INTRODUCTION

A brief sketch of the purpose and organization of the chapter.

PURPOSES

A presentation of specific purposes of the element dealt with in the chapter and their relationship to the mission and purposes of the institution.

DESCRIPTION

A description of the element dealt with in the chapter and the way it achieves its purpose.

EVALUATION

Statements of the significant strengths and concerns identified by the self-study process.

FUTURE PLANS

Recommendations for actions the College should take to assure that it will continue to achieve its purposes in areas of strength and that it will more adequately achieve its purposes in areas of concern.

CONCLUSION

Brief summary of major findings of the chapter.

Chapter Ten uses the NCA's seventeen criteria for accreditation as an organizing structure in order to highlight key information from the chapters of the Self-Study.

INSTITUTIONAL OVERVIEW

Findlay College, founded in 1882 through the cooperative efforts of the Churches of God in North America and interested persons in the city of Findlay, is a church-related college committed to serving its students and the surrounding community. The specific direction of this service has evolved over the years, in response to changing social and economic conditions. But, throughout its history, the College has contributed to the personal, intellectual and ethical development of its students and served as an intellectual and cultural center for its community. It also has worked to offer educational programs that blend liberal education and career preparation.

These consistent threads in the College's history--serving students and community, offering liberal education and career preparation--are important to understanding the sort of institution Findlay College is in 1983:

1. A college with a highly diverse student body, including adult learners, international students and recent high school graduates ranging from the very well-prepared and intelligent to the under-prepared but motivated.

2. A college offering traditional majors in liberal arts disciplines and such traditional career-related fields as education, but also offering substantial work in equestrian studies, nature interpretation, business systems analysis, nuclear medicine and other less traditional majors.

3. A college that simultaneously commits resources to traditional curricular and social programing, as well as to evening and weekend programs for adult learners from the community.

4. A college that is more committed to innovation, flexibility and effective education than it is bound to the status quo.

The value of innovation at Findlay College has expressed itself, recently, in a number of changes in the programs and operation of the College. At the time of the 1978-79 NCA review, the College had just launched into two major developments--the Equestrian Studies Program and Weekend College--and the College was making federal grant proposals that ultimately allowed significant improvements in academic computing services and developmental and other academic supporting servics, as well as the establishment of a distinguished Bilingual-Multicultural Education program.

Other recent changes have involved the refinement and expansion of existing programs and policies. They include building a Pre-Veterinary Medicine program on the foundation of the now well-established Equestrian program; expanding computer services into the realm of microcomputing; building on solid programs in business and computer science to create a Business Systems Analysis major; creating from existing courses a flexible Communications major and a new major in Art Therapy; expanding the commitment to physical plant renovation; and refining the financial management system to allow for fiscal stability at the same time that the College raised salaries, expanded its endowment and completed significant improvements in the physical plant.

ACCREDITATION HISTORY

Findlay College was first accredited by the Ohio College Association in 1931 and by the North Central Association in 1933. North Central accreditation was removed in 1948 and reinstated in 1962. In 1963, the

North Central Association placed Findlay College on probation because of problems of faculty tenure and morale. But after changes in the administration and other elements of the College's program, the North Central Association lifted the probation in 1966 and continued the College's accreditation in 1969. Following the College's 1978-79 comprehensive review, the North Central Association again continued Findlay College's accreditation as a bachelor's degree-granting institution and set 1983-84 as the date for its next accreditation review. (Findlay College's current "Worksheet for Statement of Affiliation Status" appears at the end of the Introduction.)

Soon after Findlay College received the 1979 "Report of a Visit to Findlay College" from the North Central Association, Adademic Vice President W. J. McBride asked the General Education Committee to begin a study of the NCA's comments about the College's educational program. Extensive work by this committee--including a number of changes in the general education program--form an important background to the present Self-Study. For key faculty members and administrators have, over the past several years, been engaged in thinking about the effectiveness of the College's programs, and the Faculty as a whole has heard reports and acted to implement a number of changes in the College's curriculum.

During the Summer of 1982, President Glen R. Rasmussen named Dean W. J. McBride to serve as the coordinator of the 1983 institutional self-study and to chair its ten-person Steering Committee. Soon thereafter, the Steering Committee began to consider how Findlay College could best approach the self-study.

The Committee named an editor, developed an approach for preparing the Self-Study, appointed a number of faculty-administrative task groups (see "Committee Organization for the Self-Study"), and distributed to the task-group chairpersons copies of the North Central Association's seventeen criteria for accreditation and the appropriate schedules of questions from pages 24-32 of A Guide for Self-Study and Accreditation.

During 1982-83, the four dozen members of the eight task groups worked, under the coordination of the Steering Committee, to develop drafts of their respective Self-Study chapters. In February, 1983, first drafts of the chapters were discussed at a series of Faculty Meetings, and then the task groups revised their chapters by the end of the school year. From these draft-chapters, the Editor prepared a rough version of this report for review by Dr. Patricia Thrash of the North Central Association staff. Her supportive comments about the effectiveness of the body of the report and her constructive suggestions about the introduction were most helpful during revision and during final review of this version by the Self-Study Coordinator and the Steering Committee.

RESPONSES TO THE 1979 NCA REPORT

When the North Central Association reviewed Findlay College in 1979, it concluded that:

> "The College has made some significant improvements since the last North Central evaluation team visit [in 1969]. However, there are two important reasons for the [five-year rather than a ten-year] recommendation:

1. There is a need to re-examine institutional goals and determine institutional direction.

2. There is uncertainty regarding the ability of the College to achieve its instutitional mission within its financial resources."

At a rather high level of generalization, those two statements sum up most of the concerns set forth in Section IV, "Institutional Strengths and Concerns," of the 1979 NCA Report.

> Regarding Institutional Goals, the report highlighted declining enrollment in liberal arts areas and the fact that too many career and professional courses counted toward the Liberal Arts Distribution Requirement. It also noted that the College was drifting away from its goal of providing a liberal education in a Christian context, apparently forming this unelaborated caution on the basis of the other criticisms of the College's liberal arts emphasis.
>
> Regarding Financial Resouces, the 1979 report noted that programs had been established with inadequate analyses of their ramifications, that the College lacked contingency plans for dealing with disciplines facing severe underenrollment, and that budget reallocations had been made unsystematically.
>
> Other Concerns noted in the 1979 NCA report were that, in a few disciplines, faculty were overextended and given insufficient time for professional development; that women played too small a role within the faculty and administration; and that the decision-making responsibility of faculty and administration needed to be clarified.

Those concerns, it is important to note, were not of sufficient weight to deny reaccreditation. And so, in 1979, the North Central Association reaccredited Findlay College for a five-year period.

The 1983 Findlay College Self-Study has been organized around the North Central Association's current criteria for accreditation, and not as a refutation of concerns in the previous NCA Report. But all of the individuals involved in the self-study were aware of the 1979 Report, and so this Self-Study contains a great deal of information about how Findlay College has responded to those concerns. Here are a few highlights.

Responses to Concerns about Institutional Goals

Chapter One sets forth the broad institutional goals which, since the last report, have been reviewed, revised slightly and reaffirmed by the Faculty and Board of Trustees. While quite broad and balancing deliberately between ideals of liberal education and professional training, this statement accurately represents the mission of the College, as it is understood by faculty, administrators, and board members.

Chapter Two addresses, fairly directly, criticisms raised in the earlier NCA Report. As the section on "Changes in the Curriculum Since 1978" (augmented by Exhibit 1, "Review of General Education Committee Actions") makes clear, Findlay College responded to the previous report first by creating a General Education Committee to study the nature of general education and to consider the College's general education program in light of the NCA Report's concerns, and then by adopting a number of curricular changes recommended by that committee.

The chapter does not reflect one highly significant negative finding of the General Education Committee. Early in the committee's work, it explored whether the low number of required religion and philosophy courses, the small size of the faculty in this area and a number of other such factors indicated retreat from the goal of liberal education in a Christian context. The committee explicitly decided that they did not, after considering a number of factors which the previous NCA Report seemed to have underestimated: the activities of the Campus Pastor, including his integration into the life of the campus as a member of the counseling staff and an occasional teacher; the significant values-component of Freshman

Seminars; and the personal religious orientation of faculty members and students that expresses itself in the climate of classrooms and such grassroots campus activities as informal Bible study groups and the Intervarsity Christian Fellowship.

Chapter Two indicates, but does not elaborate on, the fact that the General Education Committee performs a number of on-going activities. These include supervision of the graduation requirements for Liberal Arts Distribution courses, Competencies, Freshman Seminars and the like; review of the place of liberal arts courses in the Weekend and Evening programs; involvement in efforts to modify administrative forms and advising operations in order to help students better understand the liberal arts requirements of the College; and planned re-review and recertification of the courses designated to meet the Liberal Arts Distribution requirement.

Responses to Concerns about Financial Resources

Chapters Three and Four indicate that Findlay College has continued to attract students in special programs to offset enrollment problems in more traditional areas. And Chapters Four and Five show that the College has organized its resources (and in the case of the Supporting Skills System, increased the resources) in such a way as to help attrition-prone students succeed in college.

Chapter Eight makes it clear that the College has been financially successful during the past five years, even as the College has expanded its services to students, increased its faculty salaries and engaged in a rather intensive program of maintenance and renovation. Though the period

from 1978 to 1983 has been a trying one for private higher education, Findlay College has expanded its programs and posted four years' operating surpluses--with another surplus projected for 1983.

Program expansions outlined in Chapter Two have been marked by a degree of analysis and care that can only be seen by close examination of proposals and investigations into the ground-work done by the College before passing the proposals. And so the simple record of program development in this Self-Study may well be misleading.

The lack of contingency plans for eliminating majors in underenrolled areas--a real problem for the College in 1979--has been rectified, as Chapter Nine (augumented by Exhibit 7, "Procedures for Terminating Majors") makes clear.

Chapter Nine also reveals that, while some overlap still remains in the way decisions are made, members of the faculty and administration are far more aware of, and comfortable with, decision making in 1983 than they were five years ago.

Responses to Other Concerns

Chapter Six indicates that faculty members, by and large, are more satisfied with their roles as teachers, advisors, curriculum developers and committee members than in 1978. Stress does exist--as at most similar colleges--since faculty work for the institution and their students under less than ideal conditions. But the College has increased the faculty in a

number of over-extended departments, including English, Mathematics, Spanish, Business, Social Work, Computer Science and Chemistry.

The figures on the makeup of the faculty in Chapter Six reflect the fact that, since 1978, Findlay College has made an effort to increase the presence of women within the faculty and administration. At the start of the 1983-84 academic year, there are 21 women on the faculty (compared with 1[illegible] in 1978), and there now is a woman serving as Vice President for Business Affairs.

The College, as Chapter Six also shows, has continued to provide support for professional development--funds guaranteed in each faculty member's contract, additional funds available through the faculty-run Faculty Development Committee, periodic in-service workships and a continuing commitment to sabbaticals.

WORKSHEET FOR STATEMENT OF AFFILIATION STATUS

INSTITUTION: FINDLAY COLLEGE
Findlay, OH 45840

TYPE OF REVIEW: A comprehensive evaluation for continued accreditation

DATE OF THIS REVIEW: February 6-8, 1984

DATE OF SAS: February 1980

Control: Findlay College is a private, not-for-profit institution.

Institution Recommended wording NO CHANGE

Team Recommended wording

Executive Bd. Recommended wording

Status: Findlay College is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

Institution Recommended wording NO CHANGE

Team Recommended wording

Executive Bd. Recommended wording

Educational Programs: The College offers programs leading to the Associate's (arts and sciences curricula) degree and the Bachelor's (arts and sciences and professional curricula) degree.

Institution Recommended wording NO CHANGE

Team Recommended wording

Executive Bd. Recommended wording

Locations: The College's programs are offered at its campus in Findlay.

Institution Recommended wording NO CHANGE

Team Recommended wording

Executive Bd. Recommended wording

Stipulations: None.

Institution Recommended wording NO CHANGE

Team Recommended wording

Executive Bd. Recommended wording

Reports Required: None.

Team Recommended wording

Review Comm. Recommended wording

Executive Bd. Recommended wording

Focused Evaluations: None.

Team Recommended wording

Executive Bd. Recommended wording

Comprehensive Evaluations: Findlay College's most recent comprehensive evaluation occurred in 1978-79. Its next comprehensive evaluation is scheduled for 1983-84.

Team Recommended wording

Executive Bd. Recommended wording

COMMITTEE ORGANIZATION FOR THE SELF-STUDY*

SELF-STUDY STEERING COMMITTEE

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Division Chairperson
Luella Dunlap, Vice President for Business Affairs
Robert Ewald, Professor of English
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James Greenwood, Assistant Professor of Speech
W. J. McBride, Vice President for Academic Affairs
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Jean Nye, Professor of Spanish
Kew Park, Associate Professor of Economics and
Business Division Chairperson
Gale Weisman, Professor of Mathematics and Director of
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John Wheeler, Associate Professor of Education and
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Richard Kern, Professor of History
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Dwight Moody, Associate Professor of Natural Science
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Frank Schultz, Vice President for Student Affairs
Michael Turnbull, Director of Admissions
Raeburn Wallen, Associate Professor of Religion
Jean Nye, Professor of Spanish (Steering
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*Titles and academic ranks are those of the 1982-83 academic year, during which the major work of these committees was completed.

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Sharon Milligan, Assistant Professor of Health, Physical Education and Recreation
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Betty Sunday, Assistant Professor of Spanish
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Chapter One

THE MISSION AND PURPOSE OF FINDLAY COLLEGE

Findlay College was founded in 1882 by the Churches of God in North America (now the Churches of God, General Conference) and the citizens of the city of Findlay. The College is the only four-year undergraduate institution supported by the Churches of God, General Conference. As such, it is committed to helping students critically examine their moral and religious values and to upholding Christian principles.

Findlay College's mission is to serve its students and its community. The College strives to help students discover their worth as individuals and to develop a lifelong curiosity and desire to learn. The College assists students in clarifying their responsibilities as intellectual, ethical, religious, social and physically fit citizens. It also prepares students for specific careers while at the same time encouraging them to be receptive to other career opportunities. For its community, Findlay College strives to serve as a cultural, educational and recreational center.

Stated more concisely, the mission of Findlay College is to offer students an educational program that blends the liberal arts and career

education within an ethical context to prepare students for lives of productive service.

Within the framework of its broad institutional mission, Findlay College established the following purposes in 1976 and reaffirmed them in 1980 and in 1982.

Findlay College Ideal Goals

A. FINDLAY COLLEGE LIVES SO THAT IT MAY SERVE EACH STUDENT. OUR TRUSTEES, FACULTY AND STAFF ARE DEDICATED TO PROVIDING EACH STUDENT OPPORTUNITIES TO:

1. perceive his or her worth as an unique individual
2. develop a clearer understanding of the significance of personal and social relationships
3. develop a deeper appreciation of intellectual, cultural and esthetic values
4. examine and clarify religious and ethical values
5. develop more curiosity, creativity, independence and a desire to learn
6. expand knowledge in many areas including a specific or inter-disciplinary interest area
7. develop a better understanding of the nature of the physical world
8. develop a clearer understanding of and commitment to responsible citizenship at the local, state, national and international levels
9. understand more clearly the importance of physical health
10. clarify his or her perception of career alternatives, desires and abilities and the relationships between his or her academic, personal and professional lives

B. FINDLAY COLLEGE LIVES SO THAT IT MAY SERVE THE COMMUNITY. OUR TRUSTEES, FACULTY AND STAFF ARE DEDICATED TO HAVING THE COLLEGE SERVE THE SURROUNDING COMMUNITY AS:

1. an educational center
2. a cultural center
3. a recreational center

Chapter Two

PROGRAMS OF INSTRUCTION

This chapter focuses on Findlay College's programs of instruction, including the divisional organization of the curriculum, degree requirements, special programs and changes that have been made in the curriculum between 1978 and 1983. Among the most significant of these changes are modifications that have been made in the General Education requirements and new majors that have been developed in several areas.

PURPOSES

The specific purposes that stand behind Findlay College's programs of instruction relate directly to the institutional mission and purposes outlined in Chapter One.

Consistent with the College's goal of helping each student "develop more curiosity, creativity, independence and a desire to learn," the programs of instruction aim to:

1. Foster in students those habits of mind which free individuals to be inquisitive, open-minded, creative, resourceful and flexible.

2. Develop in students the intellectual abilities to deal effectively with problems and make sound decisions, be able to gather relevant information, draw distinctions, analyze and synthesize ideas, clarify alternatives and consider probable consequences.

3. Ensure student competence in reading, writing and library use, and instill in students a desire to improve communications and library skills.

4. Acquaint students with the methodologies and content in traditional liberal arts disciplines.

In line with the College's goal to prepare students in their selected disciplines, career areas or other chosen fields, the programs of instruction aim to:

5. Expand students' knowledge in the special areas of their choices.

6. Ensure continuity, sequence and integration of courses of study within a given area.

7. Cultivate the special expertise and make available the field experience or official certification needed for students to enter a vocation, pursue graduate study or engage in further professional training.

8. Assist students in employing strategies and resources helpful in making career plans, including value clarification and curricular scheduling.

Reflecting the College's commitment to help students grow as whole persons, intellectually, physically, culturally, morally and socially, the programs of instruction aim to:

9. Create opportunities for students and faculty to interact in a manner that promotes cooperation, leadership, responsibility and affective growth.

10. Promote activities which exemplify the moral, religious or cultural dimensions of human growth.

11. Introduce students to lifetime activities which can make day-to-day living more meaningful and rewarding.

12. Develop in students recreational skills and interests that will enhance the quality of leisure time now and in the future.

Consistent with the College's dedication to serve the community as an educational center and accommodate the special needs and interests of its clientele, the programs of instruction aim to:

13. Create optimum educational opportunities for non-traditional and part-time students.

14. Accredit appropriate off-campus learning experiences, such as foreign study, travel courses and internships.

15. Make available academic credit for prior knowledge demonstrated by examination or documented by portfolio.

16. Offer training in the English language and in American life and customs for students from other nations.

17. Assist students requiring foundational work in reading, writing, mathematics and study skills.

DESCRIPTION

How the Curriculum Achieves Its Purposes

In keeping with its purposes and the general mission of the College, the curriculum provides required and elective courses geared to help students acquire a general education. It also offers programs in a variety of areas which can serve as foundations for future careers. These courses are organized into seven divisions, as shown in the Catalog, pages 15-16. Degree requirements for the Bachelor of Arts, Bachelor of Science and Associate of Arts are clearly delineated in the Catalog, pages 20-22.

Findlay College's programs of instruction live up to the purposes outlined in the first part of this chapter. The following few examples illustrate the truth of that judgment:

First, to help students develop self-understanding, independence, communications skills and critical judgment, the majority of first year students take Freshman Seminars, which are team-taught, interdisciplinary, theme-oriented and include a study-skills component. In addition, all graduates complete the Liberal Arts Distribution requirement of at least 33 semester hours of appropriately distributed courses in the four traditional liberal arts division. Also, by the end of the sophomore year (freshman year in A.A. degree programs), students are expected to complete a competency requirement of reading, writing and library information retrieval.

Second, to prepare students to be proficient in selected disciplines and career areas, students move through sequences of courses in majors and minors. For example, all majors in the Division of Business and Economics complete a series of core courses as well as courses in a particular major. Majors in Religion have individualized programs which combine religion with history, psychology, education, social work, etc., depending on a student's needs. Equestrian studies majors spend about half their time in practical field work in addition to traditional course work on campus. Students are monitored so that freshmen and sophomores remain primarily in lower-level courses, while advanced sophomores and juniors and seniors take upper-level courses. Students seeking teaching careers follow Ohio's Certification Standards and, in some cases, special College-developed programs.

Third, specific course requirements and a variety of extracurricular activities exist to help students develop as whole persons. All students must take a philosophy or religion course. Weekly chapels are held on campus at a convenient time within a protected hour in the class schedule. A full-time campus minister is available. Students must take eight lifetime activities which mix physical education and such diverse activities as working on the yearbook or newspaper and participating in the International Club or Marketing Club. Faculty regularly integrate the Downey Culture Series, visiting speakers and drama presentations into classroom activities. Faculty often attend athletic events, cultural events and student-sponsored events such as Black Culture Weekend and International Night.

Fourth, to accommodate special academic needs of students, Findlay College has developed a number of special programs. The Weekend College (begun in 1979) offers a four-term schedule, with instruction on six alternate weekends, through which full-time, working adults can earn A.A. or B.A. degrees. Other examples of special programs include the Evening Program, Summer Program, Intensive English Language Institute, Supporting Skills System (Tri-S) and the Honors Program.

Changes in the Curriculum Since 1978

In light of the 1978 Institutional Self-Study and subsequent 1979 NCA Report, the College worked to build upon its strengths and to address acknowledged areas of concern. These changes have been based upon careful consideration of the College's goals, physical facilities, staffing and scheduling.

Perhaps the most far-reaching developments have been the establishment of an on-going General Education Committee and revisions in the General Education requirements.* The College has redefined the Liberal Arts Distribution requirements for graduation to eliminate courses with a strictly vocational or "skills" emphasis, and it has clearly indicated which courses meet this requirement by marking the courses "LAD" in the Catalog. To oversee the operation of the General Education programs (LAD courses, Freshman Seminars, Competency requirement, Activities requirement, etc.), the College has a General Education Committee, including faculty from every division, and an Assistant Academic Dean who assists the Academic Vice President in the area of general education.

Through its Community Education Office, Findlay College has broadened the educational opportunities for older students with full-time jobs by increasing the number and variety of evening courses, by making possible academic acceleration through Portfolio Assessment of Prior Learning and by the Weekend College Program. This last program has grown into a major part of the College's educational service to students and the community. Four

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*An early step in this revision was discussion of these sometimes-confused terms: "general education," "liberal education" and "liberal arts." The following definitions were used by the General Education Committee to guide revision of the curriculum: "general education" refers to the broad assortment of courses required of all students; "liberal education" refers to courses and activities that foster independence, flexibility, inquiry, imagination, etc.; "liberal arts" refers to courses that represent the thinking and subject matter of a discipline in one of the College's four liberal arts divisions (Fine Arts, Humanities, Social Science and Natural Science) plus economics.

For information on the College's efforts to modify its general education requirements, see Exhibit 1, "Review of General Education Committee Actions, 1979-80," and the minutes of the General Education Committee and Educational Policies Committee.

terms are scheduled each year, offering general education courses and majors in Business, Business Systems Analysis and Computer Science. Enrollment has grown to approximately 175 students in each of the three regular terms and 55 students in the summer session. The Weekend College, designed for well-motivated adult students, requires extensive out-of-class assignments supported by at least 24 contact-hours per course during Friday, Saturday and Sunday classes that meet on alternate weekends over a twelve-week period. (For detailed information about the Weekend College, see the 1982 evaluation of the program prepared by Howard Sulkin).

The Supporting Skills System (Tri-S) was begun in 1979 to help Findlay College students develop their abilities in reading, writing, mathematics, speech and study skills. A component of the Tri-S is the Foundation Program, in which students who have the potential for college work but fall below the College's admission standards, take a special first-year program that blends intensive advising with work in study skills, reading, writing, mathematics and speech.

In 1981, the College reinstituted its policy of offering minors (between 15 and 24 semester hours of course work). Specific rationale for the change is documented in the minutes of the Educational Policies Committee.

There have been a number of important developments within divisions. After consultation with businessmen and other colleges, the Business Division discontinued its Management major and initiated a Business Systems Analysis major, combining business with computer science. It has continued

its active participation in the Students in Free Enterprise competition and is beginning an externally funded program of faculty development.

With the purchase of a PDP 11/70 computer in 1980, the creation of a student computer lab with 12 stations and the hiring of additional personnel, Findlay College now offers a Computer Science major through the Natural Science Division. Nearly 50 students are currently enrolled in this program. The Equestrian Studies program was moved to this division, and a new Pre-Veterinary Medicine program was begun with 45 students in Fall 1982. Majors in Medical Technology and Nuclear Medicine Technology are other recent programs originating in Natural Science.

A development in the Division of Health, Physical Education and Recreation has been the creation of a Recreation Management major. Also, the Equestrian program was shifted from the Division of Health, Physical Education and Recreation to the Natural Science Division.

In Fine Arts, one program was dropped, one added and one substantially expanded. Stemming from a decline in the number of majors, Findlay College discontinued its Music major in 1979, but a music minor has been developed. An interdivisional Communications major is the outcome of cooperative planning with the Humanities Division, and an interdivisional Art Therapy program has been developed with the Social Science Division.

Besides helping originate the Communications program, the Humanities Division developed an externally funded Bilingual/Multicultural Education program which was the first program approved by the Ohio Department of

Education to certify undergraduates in bilingual-multicultural education. The Division also has instituted a minor in Teaching English as a Second Language, has taken the lead in developing majors in Spanish-Business and Business Writing and, in coordination with Computer Science faculty, is planning to offer microcomputer word processing instruction in conjunction with writing courses. The Division continually revises the curriculum of English 102, College Writing I and since 1978, has strengthened the developmental course, English 100, Writing and Reading Review.

In the Social Science Division, several curriculum changes have been made to upgrade the Social Work program in an effort to achieve accreditation by the Council on Social Work Education. An additional faculty member was hired, and the number of Social Work majors has increased from 11 in 1980 to approximately 25 in 1982. Application for accreditation is expected to be made by Summer 1984.

EVALUATION

Strengths of the Programs of Instruction

Students at Findlay College receive superior learning experiences, as a few specific facts suggest:

1. The Faculty has good academic background and experience. This is amplified later in the chapter on the Faculty. Faculty are hired, promoted and tenured on criteria explicitly emphasizing teaching ability, professional accomplishments and experience (see Exhibit

4). During the year, faculty attend in-service workshops on various aspects of teaching effectiveness, and through the faculty development program, they enhance their professional capacities by a variety of activities. (For examples of the endeavors faculty engage in, see the file of completed Faculty Development Project reports.)

2. Average class size and the general disposition of the faculty tend to promote close interaction with students. The student/faculty ratio is approximately 14:1 (17:1 in Weekend College), with an average class size of about twenty students. Class sizes are limited in many courses, including most writing courses and speech courses, and there is an 18:1 student/teacher ratio in Freshman Seminars.

3. Faculty readily make themselves available for individual consultation with students outside of class. All faculty maintain office hours at times convenient to students and are often present in labs, studios and offices beyond normal working hours.

4. Teaching methods are generally consistent with the goals of the programs of instruction, as evidenced by the course syllabi which faculty must submit to the Office of Instruction for each course every semester. Learning objectives are made explicit, class participation is often a portion of the grade and traditional as well as non-traditional teaching methodologies are utilized. Essay examination are given when appropriate. English 102, required of all graduates, stresses critical reading, writing and thinking. Given impetus by the Tri-S program and efforts by the Humanities Division, faculty increasingly use writing as a learning tool; for instance, writing is required in all Humanities courses, and the Faculty has adopted a common writing reference book. The planetarium, nature center, equestrian center, student computer lab, language lab, field trips, various internships and other educational activities provide students with substantial "hands on" learning experiences.

5. Students and professors frequently work together in special programs or projects. Examples of such cooperative endeavors include the Students in Free Enterprise competition; curricular and co-curricular club or organization activities; internship programs; travel-study programs which take students and faculty to various locales in this country and abroad; involvement in activities of the Cincinnati Council on World Affairs; student representation on College committees; and the wide use of student assistants in and out of the classroom. Faculty regularly serve as advisors for student organizations.

6. Faculty make wide use of audio-visual materials and other non-print resources housed in the Shafer Library. VTR production is being used for purposes of simulations, interviewing, evaluation and micro-teaching. The Library Director and media specialist frequently visit classes to inform students of the many learning resources available to them. The development

of a microcomputer lab in Shafer Library should expand faculty use of educational technology.

Instructional programs are flexible, and the College is willing to make changes for the sake of improvement. For example:

7. Through Freshman Orientation and the Freshman Seminar Program, entering students are encouraged to consider seriously their purpose in coming to college and to design their own majors in consultation with their faculty advisors.

8. Using individualized and/or interdivisional majors, students can take courses of study best suited to their needs, interests and goals.

9. Through the Office of Career Education and Placement, students enjoy individual counseling in the career/life-planning process, access to a computerized career-exploration system, numerous workshops and a credit-bearing class on career decision-making and techniques for job hunting.

10. The relatively simple mechanics of making curricular revisions, combined with the easy and fluid communication among faculty, lets the College respond readily to areas of concern and evolving educational and societal demand. For details on procedures for eliminating and instituting programs, see the Faculty Manual, the working guidelines of the Planning Committee and the College's "Procedures for Terminating a Major" (Exhibit 7).

By the time they graduate, students have become acquainted with several areas of knowledge and have had opportunity to appreciate the physical, cultural and moral dimensions of life.

11. To graduate, each student must demonstrate competency in reading, writing and library information retrieval, as well as divisional competency requirements in such areas as advanced writing, speech, mathematics, computer use and foreign language. Students complete at least 50 semester hours of course work outside their major division.

12. To assure that students confront questions of religious and ethical values, each student is required to complete at least one course in Religion or Philosophy. Through the required LAD

courses in Fine Arts, Humanities, Natural Science and Social Science, students become aware of esthetic, cultural and scientific values and modes of thought.

13. The system of Activities credits, including but not limited to lifetime sports activities, helps ensure that students develop an awareness of the importance of physical well-being and of enjoyable social interaction gained through such involvement. Students may become involved in any of the following: Twenty-eight lifetime sports offerings; Student Government Association; four honorary organizations; music and drama activities; newspaper, yearbook and radio organizations; service clubs; and athletic related activities. (See the Catalog, pages 65-66, 123-126).

Findlay College offers programs geared to the special needs of its students.

14. Freshman Seminars, six semester-hour courses taken by most freshmen during their first semester on campus, introduce students to "living, thinking and learning at Findlay College" and assist them as they plan their educational programs and think about possible careers. The seminars, usually team-taught, seek to facilitate both affective and cognitive development. Although individual seminars are organized around different themes or topics, they all foster close personal relationships between students, and between the students and teachers; emphasize effective study strategies, critical thinking, reading, writing and library use; and help students to clarify their values and their educational and career goals.

15. The Foundations Program offers to students who might otherwise be unable to attend college an opportunity to begin college in a controlled program with special advising.

16. Through the Intensive English Language Institute, international students are able to learn English and prepare for academic life in America. Such students give an international dimension to campus life. During the first semester of 1982-83, approximately 70 students were enrolled in the I.L.I., of whom 30 were recommended for enrollment in the regular college program for the second semester. International students are strongly involved in the Spanish and International Clubs, varsity soccer and frequently are invited into faculty homes for meals, especially at Thanksgiving and other holidays.

17. The Supporting Skills System offers a variety of services, some remedial and others not, for students and teachers. For example,

during 1982-83, 36 faculty members referred 184 different students to the Writing Center.

18. Weekend College offers an excellent opportunity for older students who, because of full-time jobs, are unable to attend traditional day or evening classes. During fall quarter, 1982-83, approximately 170 students were enrolled, taking an average load of six semester hours.

19. Portfolio Assessment through the East-Central College Consortium grants credit (up to 90 semester hours) for certain life experiences. English 115, "Portfolio Development," a special Weekend College course, provides guidance in how to compile a portfolio. Over 60 students have taken this course, and, to date, fourteen have received portfolio credit (ranging from 17 to 41 semester hours).

Concerns

1. As often is the case at small colleges, curricular continuity, sequencing and integration are less than optimum in disciplines which have few majors or staff members (for example, chemistry, physics, philosophy). Ideal sequences of courses cannot be offered frequently, so it may happen that courses normally taken at the end of a sequence enroll students who have not had sufficient earlier course work.

   This problem is not characteristic of all programs, and in some areas where it is present, it poses few actual problems. The problem has been reduced by the development of a more definitive "Four Year Course Projection" by the Academic Vice President and division chairpersons and by the use of a more emphatic statement on prerequisites (Catalog, p. 23).

2. In spite of the variety of cultural programs offered at Findlay College (see Chapter Four), student attendance at these programs is less than optimal.

3. As they have at most colleges, limited financial resources, declining numbers of high school graduates and a generally depressed economy have kept economic pressures on Findlay College, even as the institution has worked to expand faculty, computer services, community education and the quality of its curriculum.

FUTURE PLANS

In order to maintain the quality of its educational programs and the flexibility and currency of its curriculum in the future, Findlay College should:

1. Continue to encourage teaching excellence and curriculum development through such incentives as competitive salaries, faculty development funds, effective peer evaluation and periodic in-service workshops.

2. Retain its commitment to limited class sizes for courses in which writing, discussion or student interaction are primary tools of learning.

3. Continue to identify special needs of its students and to support programs to meet these needs.

4. Utilize part-time and adjunct faculty in situations where such personnel can provide an added dimension and flexibility to the instructional offerings.

5. Continue to utilize the General Education Committee to monitor, and make recommendations for the improvement of, the General Education program.

In order to increase the quality of its educational program in the future, Findlay College should:

6. Continue to refine its "Four-Year Projection of Course Offerings" and to clarify explanations of major requirements in order to increase the effectiveness of the sequence in which students take courses in their majors.

7. Further study the reasons underlying student attitudes toward cultural and social programs, and expand on the attempts that are made to integrate classroom activities with campus happenings in Freshman Seminars and some other classes.

8. Continue to wisely plan the use of available financial resources to meet the most pressing needs of the institution without neglecting programs in operation. Existing programs should be periodically evaluated, and new programs should be started carefully and with a clear understanding of their costs. Grants should be sought whenever possible to establish new programs. The institution should continue providing leave time as

compensation for qualified faculty to develop such grants, as well as to work on professional development projects.

CONCLUSION

During the past five years, the programs of instruction at Findlay College have been consistent with the College's institutional mission and purposes. By restructuring its graduation requirements and carefully determining what courses meet the Liberal Arts Distribution requirement, the College has responded to a major concern raised by the 1979 NCA evaluation. The dissolution of the Music major and the Management major were other developments suggested in that report. Upon solid rationale, the College has strengthened its instructional offerings through the Weekend College, more varied evening courses, the Supporting Skills System, a Computer Science program, much improved computer facilities for student use, renovated language labs, an expanded interdivisional Communications program, as well as new programs in Pre-Veterinary Medicine, Bilingual/Multicultural Education, Art Therapy, Business Systems Analysis and Recreation Management.

Notable strengths of the instructional program include the faculty's dedication to teaching excellence, a workable student-faculty ratio, cooperative endeavors involving students and professors, curricular flexibility, degree requirements to help students attain exceptional learning experiences and a well-rounded education and a host of programs to meet special needs of students.

Chapter Three

COMMUNITY PROGRAMS AND RESOURCES

This chapter deals with ways that Findlay College draws on the greater-Findlay area for instructional resources and on ways that the College serves as a resource for the surrounding community. As that sentence implies, Findlay College considers community resources a legitimately reciprocal matter. The College is succeeding very well at both dimensions of this community relationship.

PURPOSES

As the broad institutional mission and purposes stated in Chapter One make clear, Findlay College strives to be a center of educational, cultural and recreational activities for the greater-Findlay area. At the same time, Findlay College seeks to serve its students with strong educational programs, an institutional mission that brings with it the obligation to draw educational resources from the surrounding community. The purposes of community resources at Findlay College, then, are:

1. To provide educational, cultural and recreational opportunities that enrich the lives of the citizens of the surrounding community.

2. To utilize resources of the greater-Findlay area to enrich the educational program of the College and serve the interests of its students.

DESCRIPTION

How Findlay College Serves the Community

To accomplish its purpose of serving the greater-Findlay area, the College offers formal educational programs (which are so well utilized that approximately half of the 1,200 students are commuters), non-credit enrichment classes, cultural and recreational opportunities and a variety of other services.

Here are some specific examples of ways that Findlay College serves the community:

1. Since 1979, Findlay College has offered Weekend College for students age twenty-three and older. Enrollments have grown to about 175 students in each of the three regular terms with about 55 students attending the summer sessions of Weekend College. Local support from area business and industry has been outstanding. For example, out of 180 students enrolled in the 1982-83 fall session of Weekend College, 117 received financial reimbursements for their education expenses.

2. Through a cooperative arrangement between Findlay College and Owens Technical College, a branch of the technical college is being established near the campus. Findlay College will provide the technical school students with instruction in general education courses, such as English and mathematics. This arrangement has been worked out in order to accommodate the technical students living in the community.

3. Area school teachers, administrators and aides register for classes at a 50% discount in tuition.

4. Qualified seniors and juniors from area high schools may enter the College under the Early Admissions program and take one course a semester at a 50% discount in tuition.

5. Persons over 59 years old can register for classes at a 90% discount in tuition and attend College events at little or no charge.

6. Each year 750 to 1,000 area residents participate in non-credit, lifelong learning programs in such areas as computers, real estate, karate, dancaerobics and Suzuki piano.

7. The Saturday Morning Enrichment Program, co-sponsored by Findlay City Schools, expands the education of young people in Findlay and Hancock County. During each of the past two years, two 8-week sessions of Saturday classes have been offered to 250-350 students up to junior high age.

8. Elementary, junior high and senior high school students in the area often take field trips to Findlay College to visit the library, observe planetarium shows or tour such facilities as the computer center or Dale Wilkinson farm. Many groups visit the College's planetarium, where they can view a variety of planetarium shows at no charge.

9. Some 2,500 area residents have obtained library cards and make use of Shafer library as a learning resource center.

10. The L. Dale Dorney Cultural Arts Series (made possible through a three-year grant from the Cleveland Foundation) has brought to the College--and the community--such programs as Carlos Montoya, Benjamin Bradlee, Santiago Rodriques, the Studebaker Mime Company, John Houseman, Los Angeles Ballet, Belgian Chamber Orchestra and Edwin Newman.

11. A faculty member in instrumental music has organized a College-community jazz band, and the College's theatrical productions often have cast members from the community.

12. A Speakers Bureau of College personnel is available to clubs, schools and other organizations.

13. College facilities are rented on a space-available basis to groups sponsoring activities of both general and specialized interest.

14. All athletic events are open to the community at reasonable admission rates.

15. The College supports recreational and athletic events of the area in various ways. For instance, high school swim teams use the pool, and other sports facilities are open for reservations and general use. The College offers programs for officials, life-guards, trainers, etc.

16. Three times a year the Public Information Office sends a calendar of Findlay College events to approximately 2,500 community residents.

17. The College's radio station, WLFC-FM, airs programs in Hancock County.

18. The Social Work Department compiled a directory of all human service agencies in Findlay and Hancock County and is assisting Family Services of Hancock County expand its counseling programs to area teenagers through "Helping HAND" (Helping Adolescents Needing Direction), a program that operates out of a College-owned house.

How Findlay College Utilizes Community Resources

To accomplish its purpose of using resources from greater-Findlay to enrich its educational programs, Findlay College seeks individuals who can bring special expertise to classes they teach at the College, to College programs they advise and to College students who work with them in internships and similar capacities.

Here are some specific examples of ways that Findlay College draws on community resources:

1. The College uses carefully selected part-time teachers from the community. Division chairpersons, the Vice President for Academic Affairs and the Director of Community Education cooperate in bringing these persons into the classroom to enrich the curriculum of the College. In particular, the Business and Natural Science divisions are able to draw on the experience of local professionals with M.A. and Ph.D. degrees.

2. Guest speakers are utiliized in the various programs of each division. These speakers visit classrooms, the vast majority without honoraria, to speak about their fields. Within the past year, over seventy-five guest speakers have been utilized.

3. Field trips are arranged to further student learning. Over fifty field trips were carried out within the past year in various classes throughout the College.

4. Each division makes use of community professionals to supervise internships and other student projects designed to provide practical learning experiences for students. Obvious examples of this interaction are the use of area schools and teachers during student teaching and use of the Dale Wilkinson horse farm as part of the Equestrian Studies Program. Students majoring in Business Administration, Accounting, Computer Science, Communications,

Religion and other areas serve internships in the Findlay area, and Social Work majors also take advantage of local opportunities to receive training and work in social service agencies of the region.

5. The Community Education office uses a group of twelve area residents on an Advisory Council to help plan what credit and non-credit programs should be offered. This group meets three times a year to offer advice and practical suggestions to the administration and faculty of the College. In addition, academic divisions make use of advisory groups and consultants in the development and continuation of course offerings and special seminars.

6. Two groups of community volunteers (Town and Campus and Findlay College Women's Club) play an integral part in the various social functions sponsored by students, faculty and administration. Other groups have been active in special projects, such as planning the Centennial celebration.

EVALUATION

As the specific examples of Findlay College's service to the community and its use of community resources suggest, the College very successfully achieves the twin purposes of its concern for community resources.

Strengths in Community Resources

1. Findlay College has been very successful at assessing community needs for educational programs and providing programs (such as Weekend College, cooperation with Michael Owens College South and informal educational programs) that serve many individuals in the greater-Findlay area. The College's decision to establish a Community Education Office, and the later decision to expand its programs, are, in fact, key examples of this sensitivity to community needs.

2. Findlay College has recognized--and come forward to fill--community needs for cultural and recreational programs.

3. Findlay College has strengthened the programs it offers to students by successfully identifying community resource people to serve on advisory panels and work with students in formal internships.

4. Even more significantly, perhaps, Findlay College has succeeded in enriching the expertise of its staff, and the educational experiences of its students, by using well-qualified community people to teach in areas of their professional strength.

5. Findlay College has developed an Office of Community Education, staffed by experienced and committed individuals, that gives high priority to effective use of community resources and to effective community services.

Concerns

1. Utilization of community resources, while quite substantial, is somewhat uneven, with some academic areas drawing less fully on the resources than they could.

2. Considering the importance of community people to some areas of the College's program, there may not be adequate formal acknowledgement of adjunct teachers.

3. In spite of generally good relations with community groups that share the College's concern for educational and cultural programming, coordination of efforts sometimes is less complete than possible, with the result that other leaders feel that Findlay College is competing with their programs.

FUTURE PLANS

In order to expand the effectiveness of its efforts to utilize and provide community resources, Findlay College should:

1. Consider increasing funds for field trips, so that students will be able to have even more chance to observe first-hand examples of the concepts they are learning in their courses.

2. Explore ways to provide formal recognition of the efforts of part-time faculty members, field supervisors and guest speakers. For instance, the College could establish a more formal "Adjunct Teacher" status that would allow selected individuals to utilize services of the College at a reduced rate.

3. Explore ways to provide incentives for full-time faculty members to participate in Weekend College teaching, so that, as the program expands, the College will be able to assure that a high proportion of courses will be taught by its own faculty members.

4. Make future developments in Community Education an important agenda item for the Long Range Planning Committee.

5. Give even more care than it has in the past to its consultation and coordination with the Findlay Area Arts Council and other groups that, sometimes, feel that the College is competing with their programs.

CONCLUSION

Findlay College is making a very successful attempt to fulfill the twin purposes of its emphasis on community resources--to serve as an educational, cultural and recreational center and to draw on community resources to augment and enrich its educational programs. Future efforts in this area should go to expanding the range of services and increasing the smoothness and efficiency with which the College interacts with its surrounding community.

Chapter Four

STUDENTS AND STUDENT SERVICES

This chapter deals with the nature of the Findlay College clientele and with the programs and resources the College has organized to serve the personal and social needs of students. The chapter opens with a statement of purposes relevant to both students and student services, but then the chapter separates into two strands. First, the chapter focuses on students and recruitment. Then the chapter turns to student services and presents material on the Student Affairs Office, residence life, student organizations, the Student Union, career education, cultural activities, religious life and financial aid.

One misleading feature of this chapter--and of Chapter Five, "Educational Support Services"--is an unsatisfying sense of separation that comes from treating "student services" and "educational support services" in different chapters when, in reality, all such services are part of the same commitment to students. At Findlay College, for instance, the Office of Career Education is an educational support service (the director of which advises "undecided" students and teaches classes), as well as a job-placement service. Similarly, the Supporting Skills System (Tri-S) includes some programs that often are centered in student affairs offices, even though it is organized as an educational support service. In actual

practice, then, such programs as Career Education and Tri-S are much less sharply separated than they may appear to be in the Self-Study.

PURPOSES

With regard to students and student services, Findlay College's purposes are the ten statements listed in Chapter One under the banner, "Findlay College lives so that it may serve each student." Offering services to address some of those purposes are tasks described elsewhere in this chapter. But it is clear that fulfilling the ten general purposes requires at least three additional purposes. Findlay College must:

1. Know its clientele--understand the strengths, needs, and aspirations which the College hopes to serve.
2. Develop programs and modify existing programs in light of student needs and aspirations.
3. Recruit and retain a student body to serve.

Part One: Students

DESCRIPTION*

Enrollment Information

Because of Ohio's large number of colleges and universities, Findlay College is in a highly competitive regional market. In Northwest Ohio, for instance, there are two state universities, enrolling over 15,000 students each, four state technical colleges, three branch campuses of state universities, and five private colleges. In the face of this competition, Findlay College's enrollment has increased, or decreased only slightly, during each of the past five years.

Regular full-time, incoming student enrollment increased from 259 in 1975-76 to over 300 in each year since 1981. During this same time, there has been a marked increase in the number of part-time students. Full-time equivalent enrollment has increased by more than 30% from 1976 to 1981. A majority of part-time students comes from the Hancock County area and are attending Findlay College with the support of their employers' tuition aid programs.

Hancock County provides the highest percentage of full-time students. Students from Ohio account for two-thirds of the student body, and

*A file of reports on "Student Characteristics," available for on-site inspection, provides much greater detail on the nature of Findlay College's student body.

neighboring states provide another 10%. The Equestrian and Pre-Veterinary programs draw a wider geographical distribution of students than the balance of the student body, and an even wider distribution is represented by the international students who make up over 15% of residential students.

Student Characteristics

The student body of Findlay College is deliberately heterogeneous. While a majority of students are from Ohio, significant numbers comes from other areas of the country, and the Intensive English Language Institute brings about sixty students from the Middle East, Latin America, and such countries as Greece, Korea and Japan. While most of the full-time freshmen enter college at the age of 18 or 19, an increasingly significant percentage of the total enrollment is made up of older, part-time students taking classes in addition to working full time in the community. While the College attracts new college students and transfer students of exceptional academic background and ability, it also offers students with marginal academic backgrounds the opportunity to attain a college education. While the percentage of students coming from the founding-denomination is 5%, and other Protestant denominations account for another 50% of the student body, there are very significant numbers of students of other faiths or who declare no religious preference.

Since half of Findlay College students are from small towns or farms, and half of them are the first in their immediate families to attend college, the students tend to have a somewhat local view of the world and are motivated by vocational interests that lead about half of them to major within the Business Division or in Equestrian Studies.

Admissions Policies and the Student Body

The diversity described in the previous section is the result of deliberate policies that, themselves, are outgrowths of the College's mission and goals. A few examples illustrate this point:

1. Findlay College is committed to providing special service for the greater-Findlay area. Accordingly, Findlay College has developed policies to encourage the admittance of older, working individuals unable to attend college in a conventional format (day classes, anticipated four-year completion of degrees, etc.). It also has developed "Early Entrance" admission standards so that exceptional high school juniors and seniors from the area can accelerate their educations by taking up to one college course per semester.

2. Findlay College is committed to academic excellence in its programs and its students. Accordingly, it has developed admissions standards to attract a clientele well-prepared by solid secondary programs to participate in a broadening, intellectually-challenging curriculum through which they can prepare for productive careers and worthwhile lives. Furthermore, specific majors have established additional requirements for entrance into those programs.

3. Findlay College is convinced that the intellectual, esthetic, ethical, and interpersonal development possible at a small, liberal arts college should be available to nearly all well-motivated students (including international students) and that the climate of institutional and faculty concern at such a college can contribute powerfully to the development of students of undistinguished secondary programs and limited skill in English. Accordingly, Findlay College has established admissions standards flexible enough to allow such students access to the College's programs. (To serve these students, the College has established a number of supporting services, including developmental courses, special Foundations Programs for students falling below the normal admissions standards, and an Intensive English Language Institute for international students. Chapter Five, the second half of Chapter Four and portions of Chapter Two provide information about these programs.)

These admissions policies are matters of record, internally, in memos between the President and the Director of Admissions and in Faculty actions adopting admissions standards and establishing supporting programs. Publicly, these policies are announced in the Catalog, under "Admission Eligibility" (p. 7), "Foundations Program" (p. 31), and "Intensive English Language Institute" (p. 25).

EVALUATION: STUDENTS

Strengths

1. Enrollment of full-time and part-time students has been encouraging. Although the Ohio Board of Regents has estimated that the number of high school graduates will decline 34% between 1975 and 1993, and although competition among Ohio's many colleges and universities for these students has become increasingly intense, Findlay College has demonstrated the ability to attract students.

2. Findlay College has long had strong career programs, established in a liberal arts context. So, as the general climate of education became increasingly practical and focused on careers, Findlay College has been able to build on existing programs, which themselves have grown out of the College's goals, rather than scrambling to develop a more career-oriented curriculum.

3. Findlay College has the flexibility to develop programs that can draw students to the College. The recently initiated Pre-Veterinary Medicine program is an example.

4. Findlay College has developed admissions standards that candidly express its institutional determination to serve a diverse student body and that give the College flexibility in recruiting students.

Concerns

1. Since Findlay College depends on student tuition for over half of its total budget, enrollment is always a prime concern.

2. The number of students majoring in many of the traditional liberal arts areas has declined at Findlay College, as it has across the nation, as students have sought more career-oriented programs. There also have been significant declines in teacher-preparation enrollment.

3. The nature of the student body--with an increasing percentage made up of part-time community students and two-year students--presents a challenge to all phases of the College, even as it brings the texture of diversity to the campus.

4. Economic pressure and demographic factors can be expected to complicate other problems, so that expedient compromises in admissions policies might begin to look attractive.

FUTURE PLANS

Findlay College should continue to make recruitment a matter of high priority and to build full faculty and administration cooperation in recruitment. Among the efforts the College should make are:

1. Working to attract students from community colleges.
2. Recruiting students for specific majors and programs.
3. Recruiting from the areas where the College traditionally is most successful in attracting students--rural and small town Ohio.
4. Developing and marketing programs to attract part-time students from the Findlay area.
5. Examining closely the interrelated facts of admissions, enrollment and retention at Findlay College, in order to be able to anticipate problems rather than to have to react to them in the future.

Part Two: Student Services

DESCRIPTION

Office of Student Affairs

The Student Affairs Office is staffed by well-qualified individuals whose job descriptions are clearly stated to reduce confusion and encourage effective staff operations.

The Vice President for Student Affairs holds a master's degree in guidance and counseling and has done additional graduate study in Higher Education Administration. He has been at Findlay College for 14 years. The Vice President reports directly to the President in all areas of student services, including orientation, counseling and guidance, career education and placement, student activities, student development and residence life. In addition, the Vice President is responsible for recruitment and administration of the Intensive English Language Institute.

The Associate Dean of Students for Residence Life holds a master's degree in college student personnel administration and has been employed at Findlay College for one year. He is responsible for housing, residence hall management, graduate intern supervision and training and the general quality of residence life. In the absence of the Vice President for Student Affairs, he is the officer in charge of the Student Affairs operation.

The Assistant Dean/Coordinator of Student Activities holds a master's degree in college student personnel administration and has been at Findlay College for two years. She supervises student activities in all areas of the campus as well as managing student union activities. The Assistant Dean supervises an intern from the Bowling Green State University College Student Personnel graduate program and a staff of students that assists her in managing the student union and implementing student affairs programs. In addition, she coordinates and supervises all sorority and fraternity affairs.

The Director of Career Education and Placement has a master's degree in educational psychology and guidance. She is responsible for all career education and placement activities.

The Director of Personal Counseling Services, who has served the College for 14 years, has a religion doctorate with a heavy emphasis on guidance and counseling. He is responsible for the supervision of counseling and referral services, in addition to serving on the psychology faculty. Besides providing individual counseling, he provides expertise for faculty, staff, and the campus pastor, and,

representing the College, offers counseling education to community groups.

The Director of Health Services, a registered nurse, is responsible for medical services and the Health Center. In addition to providing first aid services on campus, she refers students to medical and hospital services. The Health Center is open Monday through Friday, 9:00-12:00 and 1:00-3:00, and the nurse is on call at all hours for consultation and advice.

The Director of Training for the Intensive English Language Institute has extensive experience in international education programs. He supervises the educational services and staff for the Intensive English Language Institute.

The Office of Student Affairs supervises or coordinates a wide range of programs and services, including residence halls, fraternities and sororities, student organizations, counseling services, health services, and the Office of Career Education. In addition, the Office of Student Affairs supervises the Intensive English Language Institute and offers a number of special student development programs. For example:

1. Freshman Interviews. Since 1974, the Student Affairs staff has interviewed freshmen during the middle four weeks of the first term.

   Each interviewer follows a similar question format and keeps notes on responses. Based on the comments and the general attitude of the student, the interviewer then assesses the student's satisfaction with Findlay College. Positive levels of satisfaction are supported by the interviewer, and areas of dissatisfaction are investigated to reduce social concerns and educational problems. One of the goals of the freshman interview process is to identify possible causes of student attrition; these attitude evaluations are efforts to achieve this goal. (Summaries of recent Freshman Interviews are available for on-site inspection.)

2. Basic Leadership Training Series. Recognizing the importance of student leadership on the growth of the individual and the importance of leadership-development to campus organizations, the Student Affairs Office initiated the Basic Leadership Training Series. In the Spring Semester of 1982-83, the series featured the topics "Promoting and Advertising," "Leadership Styles and Role Expectations" and "Budget Building." In the Fall of 1983, workshops are planned to cover "Meeting Leading," "Constructive Confrontations" and "Power and Influence." Student response was

very positive during the first semester, with participation ranging from 15-20 individuals representing a wide variety of student organizations.

Residence Life

Residence hall life--through which students form close associations with a range of people and increase their ease in social relationships--contribute powerfully to student achievement of many of the purposes outlined in Chapter One. Therefore, the College takes pains with its residence hall services.

The five residence halls are managed by graduate student interns under the direction of the Associate Dean of Students. Typically, there are three college student personnel majors from Bowling Green State University who serve as Area Coordinator for Women's Residence Halls, Area Coordinator for the Men's Residence Halls, and Associate Area Coordinator and Foreign Student Coordinator. To provide additional supervision in the halls, about twenty student residence hall staff members offer peer counseling and assist in the management of the halls. Student development and support for student leadership are major goals in the management of the halls. Regular meetings provide orientation, supervision, feedback, and counseling for the coordinators who provide live-in management. The student head residents provide communication between the resident assistants and the area coordinator.

The student head resident in each hall assists in the supervision of a staff of several student resident assistants. The head resident has responsibility for peer-counseling and programming. Head residents and

resident assistants have been responsible for such programs as peer tutoring, presentation of education and entertainment films and speakers, dances and various other social and educational activities. Resident assistants have responsibilities for counseling and supervision of the floor on which they live and for assisting the head residents and area coordinator with routine management functions.

The selection and training of the student staff members is of prime importance to the functioning of the halls. Each prospective staff member completes an application before being interviewed by the selection committee, comprised of the Vice President for Student Affairs, the Associate Dean of Students, Area Coordinators, the Assistant Dean of Students and all senior residence hall staff members. The pool of qualified candidates identified by this initial interview is further screened through a process including role-playing, group interaction activities and intensive personal interviews.

For the past two years, the Student Affairs Office has planned and conducted an off-campus residence hall staff retreat before school begins in the fall. During the two-day retreat, the hall staff receives training in such areas as team building, interpersonal skills, conflict resolution, and programming. Throughout the academic year, on-going training is given to the hall staff by the professionals in the Student Affairs Office. This training is designed to increase their awareness of themselves and others, to develop skills in interpersonal relationships, to deomonstrate various counseling techniques and to develop staff unity.

Fraternities and Sororities

Membership and participation in Greek-lettered organizations has been maintained for nearly twenty years at Findlay College. Currently, the fraternity and sorority system consists of four national fraternities and three sororities, two of which are national and another at which is petitioning for national affiliation. Approximately 150 students are actively involved each year as initiated or pledged members. The number of men and women in fraternities and sororities includes 20% of the full-time student population, including a large portion of the leaders in other student organizations.

The fraternities are governed by Interfraternity Council (IFC), and the sororities by Panhellenic Council (Panhel). Both organizations are registered groups at Findlay College and are composed of individuals representing each fraternity and sorority.

Fraternity and sorority activities occur year-round and include events sponsored by the combined or individual efforts of IFC, Panhel and the individual chapters. Included in these activities are formal and informal rush (membership drives), Greek Week, all-campus dances and special philanthropic projects.

Student Activities and Organizations

Opportunities for student involvement in organized activities are plentiful at Findlay College. Currently, there are 32 registered organizations which are functioning to meet both the general and special interests of students (see Exhibit 3, "Student Organizations, 1982-83").

Under the guidance of a faculty advisor, each group holds regular meetings, keeps a current copy of its constitution and by-laws on file in the Student Affairs Office and, if its activities are partially or totally funded by the Student Government Association, submits an annual report to account for its expenditures. Other organizational policies and information are outlined in the Student Organization Handbook, distributed by the Student Affairs Office to all student organization presidents and advisors at the start of each year.

Six student organizations are directly supervised by members of the Student Affairs staff: the Campus Programming Board (CPB), the Interfraternity and Panhellenic Councils, Men's Programming Council, Men's Organizational Board (M.O.B.) and Women's Executive Board (W.E.B.). The success and effectiveness of these groups, as with the other groups, varies from year to year. However, because these organizations exist to serve large special interest groups (i.e., fraternities, sororities, and the residence halls) or the entire campus, they have the ability to shape the overall attitudes that students have about on-campus activities.

One significant part of Findlay College's student activities is sports. Typically, 225 students participate in the 9 varsity sports the College offers for men and the 5 varsity sports for women. In addition, 375 student participate in the 9 intramural sports.

The Student Union

The Findlay College Student Union provides the campus community with a variety of services and facilities, including the Campus Store, Student

Organization Office, The Cave (snack bar), Oiler Arcade Game Room, Alumni Memorial Lounge, Gold Room, and the office of the Coordinator of Student Activities. During any given week, the Union is the site of regularly scheduled student organization meetings in the Student Organization Office or the Lounge; tournaments and games in the Oiler Arcade; special-events programming in the Lounge and North Cafeteria; educational programs and faculty/staff luncheons in the Gold Room; social gatherings in the Cave; and study sessions or informal gathering in the Lounge.

Since the fall of 1981, a number of physical changes have given a new look to the Union. The improvements began with the construction of the Oiler Arcade Game Room which has provided a recreational outlet for both resident and commuter students. Complete with billiard and ping pong tables and an assortment of electronic games, the Oiler Arcade is supervised by student assistants who are responsible for maintaining the operations of the room and providing security in the area.

The relocation of the office of the Coordinator of Student Activities to a highly visible location next to the Oiler Arcade prompted renovations of three other rooms in the Union. What was once a storage area for the Bookstore became the two-room Student Organization Office. This space provides a meeting room for student groups to gather and store files and an outer office with access to a typewriter and general office supplies for organizational offices.

Counseling Services

Staff members who are involved in counseling activities include the Director of Personal Counseling Services, the Vice President for Student Affairs, the Associate Dean of Students, the Assistant Dean of Students, the Director of Career Education and Placement and the Campus Pastor. The graduate student personnel interns and student residence hall staff members also provide peer counseling.

Faculty advisors, because of close personal contacts with students, often counsel with students experiencing minor personal and/or social concerns. The Student Affairs staff works closely with these faculty members to assist them in dealing with student problems and in making referrals when necessary.

Career Education and Placement

The Office of Career Education and Placement provides career education and job placement services and encourages faculty, students and administration to work with the Office to develop life/work planning concepts. The Office offers a comprehensive career program. On the one hand, it seeks to provide those services most commonly identified with career education and placement. In a broader sense, as the Catalog puts it, "the goals of the Office are to assist each person in assessing his or her interests, strengths and values, identifying careers available in each major, reviewing these options in light of economic trends and developing realistic, workable and flexible plans for success in both the academic and professional worlds."

To fulfill this career education goal, the Office makes use of a station-based Career Resources Center with resources organized according to self-assessment, career information and job hunting. It also provides individual career counseling and academic advisement, career interest inventories, S.I.G.I. (a computerized career decision-making system), a one-credit psychology class in career planning and a weekly column in the campus newspaper. To start the freshmen early in their awareness of the need for career planning, the Director of Career Education makes presentations in all Freshman Seminars. She also counsels with--and sometimes becomes the official advisor of--students with "undecided" majors and those having trouble with their majors.

The placement services of the office include offering training in resume writing, interviewing and job hunting through individual meeting and Senior Job Teams; organizing on-campus employer recruitment and Career Expo (a job fair sponsored with four area colleges); making available lists of part-time off-campus jobs; maintaining credential files; and publishing the biweekly Career News for seniors. Services aimed at Seniors include an annual Senior Placement Survey, direct mailings and phone contacts on job-hunting preparedness and appearances in senior courses.

Cultural Activities

The Convocations Committee, Campus Program Board, Student Affairs Office, various academic divisions and assorted student groups all bring to Findlay College speakers, performers and films that contribute to the cultural life of students. Two segments of the College's cultural programming illustrates the richness of these events. In 1982-83, the

"Bach's Lunch" Program--a biweekly series of musical events sponsored by the Student Affairs Office and the Music faculty--brought 17 performers and groups to the campus for informal concerts during brown-bag lunches in the Student Union. In the same year, the "Season of Excellence Dorney Series" brought to Findlay the Los Angeles Ballet, The Belgian Chamber Orchestra, soprano Beverly Hoch and John Housman lecturing on American theatre.

Prior to receiving grants from the Dale L. Dorney Foundation in 1980, Findlay College covered the entire cost of its cultural arts programming and delegated the planning and coordination of such events to the Convocation Committee. Since the Dorney Series has evolved and taken major responsibility for providing special cultural programs, the budget of the Committee has been reduced and its approach modified so that it can support educational and cultural programs proposed by the academic divisions. In 1982-83, this included funding for the week-long Students in Free Enterprise (SIFE) projects; a workshop/lecture presentation and studio demonstration by visiting artist Robert Nelson; a lecture/discussion by Victor Herman, whose life was documented in the film The Man Who Came In From The Ice; a lecture by Peter Spier, an illustrator of children's books; a seminar given by five distinguished alumni of Findlay College's Natural Science program; and a residency and concert by the Tower Brass Quintet.

Additional cultural events are presented each year by students involved in academic programs or extracurricular activities. For instance, the College theatre program presents several plays a year, and there are a number of faculty and student recitals or concerts each year. The annual

International Night brings an array of exhibits to people of the College and the community.

Religious Activities

Founded and supported by the Churches of God, General Conference, Findlay College emphasizes religious values and supports religious activities. But since students of many denominations and religions attend Findlay College, the College's religious activities are focused on individuals rather than on sectarian concerns. The Campus Pastor leads weekly chapel services, and students are encouraged to attend churches of their choice. Local churches are invited to coordinate campus programs--such as those of the College First Church--through the Campus Pastor. Students also have originated their own religious activities, such as Intervarsity Christian Fellowship and the Fellowship of Christian Athletes, and they have established small Bible study groups and chapel services. The Campus Minister, appointed and supported by the Churches of God, General Conference, coordinates such activities and works individually with students.

Less formally, many faculty members urge students to examine their ethical and religious values. The Freshman Seminar Program, for instance, is one part of the College's curriculum which makes a conscious effort to emphasize the value-dimension of academic work.

Findlay College plans joint lectures and other programs with Winebrenner Theological Seminary, the nearby but separately chartered and governed theology school of the founding denomination. Students may take

courses at Winebrenner Seminary when their educational needs can be served by expertise in the other institution's curriculum.

Student Financial Aid

The Findlay College financial aid process follows the philosophy of awarding aid based on need and ability. Aid is given to those students who show need and ability and in an amount reflecting students' prior records of achievement. (The College does set aside some funds for academically-outstanding students without need.) Most financial assistance is for full-time students; however, students who are at least half-time are eligible to participate in the Guaranteed Student Loan Program, the Pell Grant program, and College Work Study.

To establish need, each applicant must submit a Financial Aid Form (FAF) to the College Scholarship Service for the calculation of an expected family contribution (EFC). The EFC is subtracted from the total cost of education of attending Findlay College and results in the student's financial need. Meeting this amount through a combination of federal, state and institutional grants, loans and work opportunities is the goal of the Findlay College awarding process.

Findlay College is authorized by the Department of Education to distribute assistance through National Direct Student Loans (NDSL), Supplemental Educational Opportunity Grants (SEOG), and the College Work Study Program (CWSP). The College also participates in the processing of Pell Grants, Guaranteed Student Loans (GSL), and State Grant Programs,

particularly the Ohio Instructional Grant (OIG). In 1981-82, Findlay College students received the following amounts of aid from these programs:

CWSP	$ 140,267
GSL	853,522
NDSL	192,166
PELL	287,372
SEOG	59,464
STATE GRANTS	210,820
	$1,743,611

Findlay College makes a substantial contribution from its own resources to assist students in meeting the cost of higher education. The College has created several types of aid to award students who meet certain general requirements:

Academic Scholarships--for students who show need and who are in the top 10% or 25% of their high school class.

Merit Scholarships--for students who show no need and have a 3.0 or better grade point average.

Merit Grants--for students who show need after all other appropriate aid has been awarded.

The College also has a variety of aids with more specific requirements. As a Churches of God, General Conference institution, the College gives $500 grants to full-time students who are church members, and dependent children of ordained workers for the Churches of God, General Conference, receive an additional tuition reduction. Children and spouses of College faculty and staff, as well as the employees themselves, are eligible for tuition remission. Teachers in the schools of the greater-Findlay area receive a half-tuition reduction for courses which they take at the College in recognition of their support of the College's teacher preparation program. Personnel from the Blanchard Valley Hospital receive a tuition remission through a cooperative agreement with the College. The College also has a number of scholarships and service awards for specific achievement in special areas.

Overall, in the 1981-82 academic year, Findlay College awarded $628,099 in institutional assistance to students. Total aid awarded in 1981-82 from federal, state and institutional resources (excluding GSL) was $1,518,188.

EVALUATION: STUDENT SERVICES

Strengths:

1. The Student Affairs Office is supervised by professionals and is well-organized to serve needs of Findlay College Students. The fall training retreat and in-service workshops strengthen the ability of the undergraduate resident hall staff to work effectively with the graduate interns and professional student affairs staff members.

2. The programs offered for students by the Student Affairs Office and such closely related organizations as the Campus Program Board are both frequent and varied.

3. Quality of life in the residence halls--including their housekeeping and maintenance--has improved during the past several years.

4. The 32 registered student organizations offer a wide range of activities, and a range of leadership positions, for Findlay College students. They also reflect student diversity and provide a way for students of special interests to meet to pursue common ends.

5. The Student Union has been improved over the past two years by the development of the "Oiler Arcade" game room and a new student organization office.

6. The office of Career Education and Placement is flexible and diversified and, as a result, is able to provide services ranging from job placement to academic advising of "undecided" students. In 1982, fully 27% of the student body had contact of some kind with the Office.

7. Cultural events at Findlay College are varied, rich and reasonably frequent.

8. The religious life of Findlay College is marked by the presence of a full-time campus pastor, weekly chapel services and the activities of formal and informal student groups.

9. Financial Aid programs adequately meet the needs of students who qualify for Academic Scholarships and those who show high financial need.

Concerns

1. The Student Affairs Office operates with fewer professional staff members than would be ideal.

2. Since each student organization functions independently, it is not uncommon to find groups unaware of activities that are occurring on campus.

3. The number of staff members for coordinating minor varsity sports and the intramural program is not as large as would be ideal.

4. In spite of a large number of student organizations, many students seem hesitant to assume leadership roles. As a result, a fairly small group of students must carry a disproportionate leadership burden.

5. In spite of recent improvements, the Student Union is considered by some students to be inaccessible and lacking in amenities.

6. Sophomores and juniors do not have as much contact with the Office of Career Education as do freshmen and seniors.

7. Attendance at cultural events is low enough that groups sponsoring events sometimes wonder whether audience response justifies the expense of the programs.

8. Financial aid for students who have some financial need but who lack outstanding academic records is less adequate than it is for students with great need and for those at the tops of their high school classes.

9. There is inadequate coordination of work-study and other student employment opportunities on campus.

FUTURE PLANS

1. The College should continue to emphasize scholarship and the sponsoring of philanthropic activities by fraternities and sororities.

2. A Council of Organization Presidents should be formed to promote coordination among student groups.

3. Leadership seminars should be continued to help student leaders learn to delegate responsibilities to other members of organizations both to reduce strain on a fairly small number of campus leaders and to encourage the development of leadership skills in the student body as a whole.

4. As the part-time student population increases, Findlay College should investigate ways to provide a Commuter Lounge.

5. Career education efforts of Findlay College should concentrate, to a somewhat greater extent, on sophomores and juniors (the students currently least affected by programs of that office) and on building stronger relations with employers.

6. Findlay College should explore ways to increase student attendance at cultural events by such means as building attendance into the requirements of various courses.

7. The Office of Student Records and Financial Aid should continue to review policies regarding scholarships and student work, in order to make the financial aid program even more effective than it is.

CONCLUSION

By and large, Findlay College does an effective job of bringing its less-than-opulent economic resources to bear on the financial, personal, academic and social needs of its students. The programs described in this chapter appear especially relevant to furthering several of the institution's primary goals: helping students perceive their worth as unique individuals, developing their cultural and esthetic values and clarifying their career interests and the relationship between careers and academic preparation.

Students have consistently commented on the benefits of the size of the College, particularly since it gives them an opportunity to freely interact with faculty and staff members. Students have repeatedly expressed regret that there are not more activities of a social nature for them to enjoy on the campus, and yet at the same time, much of the student body leaves the campus over weekends. In an attempt to attract students to the Student Union, it has been redecorated in those areas that are continuously open to students, for instance, the Game Room and the Snack Bar. Even though students have been encouraged through their own organizations to increase the activities planned for students, such events receive something less than full support by the student body. This situation, however, is not unlike the atmosphere of other similar colleges in Ohio.

It is difficult to determine whether the College's attrition rate is an indication of weakness of the College program or merely a reflection of the increasing economic and personal problems of students. Lacking clear definition of the underlying reasons for attrition, the College is continuing its study of the attrition-prone individual. This requires a delicate balance between maintaining college standards and, at the same time, maintaining a concern for the student as an individual. The reenrollment of students who previously left and the enrollment of transfer students from other colleges both indicate that the College is maintaining a reasonable balance. Perhaps the best evidence of the success of the College and its program can be found in the encouraging level of enrollment during years in which many institutions experienced significant drops in enrollment.

Chapter Five

EDUCATIONAL SUPPORT SERVICES

This chapter focuses on non-curricular, non-classroom services which directly support Findlay College's program of instruction. Among these services are the resources of Shafer Library, the programs of the Supporting Skills System, the Academic Advising Program, the services of the Computer Center and, to a lesser extent, the College's central Communications Room. For the sake of convenience and clarity, the chapter will divide educational support services into two groups: those administered through Shafer Library, and other support services.

PURPOSES

With regard to educational support services, Findlay College's goal is to provide resources and services to help students learn and teachers teach, in order that the College can achieve the broad educational purposes outlined in Chapter One. Toward this end, Findlay College has three specific purposes:

1. To provide resources and services appropriate to the curriculum of Findlay College and to the varying teaching styles of its faculty.
2. To provide resources and services appropriate to the educational needs and aspirations of its students.

3. To review the educational support services periodically, making modifications and developing new programs as necessary to assure effective support of students and teachers.

Part One: Library Support Services

DESCRIPTION OF SHAFER LIBRARY

Beyond the purposes mentioned above, Shafer Library has these specific goals and objectives:

1. To acquire a variety of print and non-print materials which support the College curriculum and faculty and teaching styles.
2. To cooperate with the faculty in the selection and development of this collection for students and faculty.
3. To provide reference and information services for the students, faculty and staff of the College and for the community of Findlay.
4. To offer meaningful and comprehensive library instruction to all Findlay College students.
5. To maintain a Non-Print Media Center complete with local production facilities, audio-visual software and appropriate equipment.
6. To engage in resource sharing programs with other institutions in the pursuit of any--or all--of the above goals and objectives.
7. To provide a participatory model of library governance, incorporating suggestions from all parts of the College community.
8. To manage and maintain a budget which is reflective of the learning source requirements of the College.
9. To work with students, faculty and administrators to more fully integrate the operations, needs and services of Shafer Library with those of Findlay College as a whole.

Library Facilities

Shafer Library contains 45,000 square feet of space and provides seats for over 400 individuals. Most of the Public and Technical Service functions are concentrated on the main floor, while the circulating

collection occupies most of the ground and second floors. Study areas are located throughout the building.

According to the facilities standards of the Association of College and Research Libraries, Findlay College's library should provide at least 20,000 square feet of assignable space. Thus Shafer Library qualifies for the ACRL's top rating in regards to quantity of space, and the materials collection could more than double before the building would lose its "A" rating on space. This spaciousness will be important as the College begins to cooperate with Michael J. Owens Technical College South, which will be making use of shelving space, study areas and reference services in Shafer Library; the library building can accommodate shelving for at least 6,000 volumes without any inconvenience.

Other strong features of the building include its full accessibility to the handicapped, its spacious and pleasant appearance, a flexible and functional floor plan and the newly relocated Non-Print Media Center. This last area, mentioned as a concern in the 1978 Self-Study was consolidated and reorganized in July 1982. The multi-media classroom, another concern in 1978, has undergone several improvements in the past five years, though some problems remain, especially in the areas of sound and climate control.

Learning Resource Materials

The present learning resource materials collection includes print and non-print items in a variety of formats. By far, the largest portion of this collection is the bookstock of over 100,000 volumes, including bound periodicals, the general circulating collection, books in separate textbook

and juvenile collections and an extensive group of reference works. Most of the basic indexing titles are held by the library, as are several abstracting services. Eugene Sheehy's Guide to Reference Books has been used in conjunction with other specialized guides to develop the entire reference collection and ensure its comprehensiveness. The general circulating collection is notable for its breadth of coverage in that it includes a sizeable percentage of the titles listed in the second edition of Books for College Libraries. In sheer numbers, the Shafer Library book collection also meets the "A" rating requirement of the ACRL collections standard.

Selection of new materials is accomplished through the combined efforts of the College faculty and the professional library staff. The acquisitions budget is divided between the librarians and the faculty, with each faculty member receiving a book budget at the beginning of the fiscal year. There is no set formula for this allocation of funds; it is based primarily on past usage. Faculty members are encouraged to use their allotted funds and are free to recommend any books that they feel should be added to the collection. The librarians work with the faculty to help maintain the quantity and quality of acquisitions. This not only produces a better collection overall but ensures that the materials will be used by the students since the faculty who participate in materials selection will know the collection better and are more likely to require use of these materials in their classes.

Another major portion of the materials is composed of the more than 500 current periodical subscriptions. Although this collection relies

heavily on long-established titles, it also is maintained through the cooperative effort of the faculty and librarians. Virtually all of the current titles can be accessed through one of the periodical indexes in the reference collection.

A third major component of print resources is the government documents collection. Shafer Library has been a depository library since 1969 and now houses more than 40,000 items in the separate documents area that is unique in Hancock County. As a related service, Shafer Library's microform reader/printer has allowed for the production of hard copy from the many documents now received on microfiche.

Indeed, the microform collection as a whole has become another important component of Findlay College's learning resource materials. In addition to the government documents mentioned above, there are a complete file of the New York Times, a selection of periodical titles, a 22-year file of the Wall Street Journal (all available on microfilm) and various publishers' catalogs, audio-visual indexes and selected reference titles on microfiche.

The final major component of the materials collection consists of the non-print items found in the Media Center on the ground floor of Shafer Library. Access to the collection, formerly an area of concern, is being greatly improved by the complete cataloging of the software. The breadth of the collection has also been improved, especially in areas such as psychology, physical education, art and nature studies. As a natural adjunct to the audio-visual software, the College has expanded its holdings

of audio-visual hardware. A variety of modern, well-maintained equipment is available in the Non-Print Media Center for use by faculty, staff and students. The Non-Print Media Center is also the center for all on-campus videotaping services.

In addition to the above in-house resources, Shafer Library also offers access to many additional materials through interlibrary loan and other cooperative agreements. While Findlay College does not yet conduct searches of on-line commercial data bases, Heidelberg College has supplied such services to Shafer Library. Furthermore, high priority has been given to a study of Findlay's needs in this area.

User Services

In keeping with an emphasis on student-centered services and the provision of open access to materials and services, Shafer Library maintains an operating schedule of 90 hours a week when regular classes are in session, with an abbreviated schedule during the summer session, vacations and intersession periods. The circulation desk is staffed for the entire time that the building is open, but other areas of service have more limited hours. Reference assistance is available during a majority of the operating hours, while the Non-Print Media Center is open a total of 60 hours a week.

Any Findlay College student, faculty member, staff member or community library user is eligible to borrow materials from Shafer Library. Every borrower has either a College identification card or community borrower's card with which to check out materials. Loan periods vary from item to

item; 4 weeks is the usual term for a book. Community borrowers pay $1 for a library card which is valid for 3 years. Junior and senior high school students (under age 18) need the signature of a parent or guardian on the borrower's application card.

While circulation statistics do not show all the possible uses of a library collection, they do provide some measure of use and an indication of the clientele. Since 1968, Shafer Library has kept statistics on total building attendance, total circulation, use of reserve materials and, since 1976, circulation by user group (faculty, student, community). Over the past 15 years, several trends have been observed in these statistics. Library attendance, which declined through 1974 and leveled off through 1979, has increased by nearly 30% over the last 3 years. A similar development has taken place with total circulation figures, which reached an 11-year high in 1981-82. Total use increased 45% over the 1977-78 figures, which represented the lowest circulation since Shafer Library was opened.

The previous Self-Study expressed concern over low student use of reserves and general circulating materials. This trend has been counteracted to some extent so that record numbers of reserves were checked out in 1981-82, and the total student circulation was the largest since the separation of community and student statistics in 1976. The 1981-82 student use total is more than 70% above the same statistic for 1977-78. Most of this change is due to a 5-fold increase in the circulation of reserve materials during that period. Faculty circulation, which increased steadily from 1973 to 1978, has remained rather constant over the past 5

years, as has community use. Thus student circulation, which represented about 60% of the total in 1977-78, accounted for over 70% of all circulation activity in 1981-82.

Two factors may help explain the increases in circulation. One is an increased faculty emphasis on the use of reserve materials, which has led directly to a greater circulation of those items. The encouragement and cooperation of the faculty has also aided the other factor, namely, the growth of the library instruction program. While this program has been associated with the Freshman Seminars since 1975, in the past 3 years, more emphasis has been given to completing the graduation competency test within the framework of the Seminar. The result is that during those years both the absolute number and percentage rate of freshmen completing the Library Competency in their seminar have nearly doubled.

In addition to the Freshman Seminar/Library Competency arrangement, library instruction is offered in any course whose teacher requests it. While this type of instruction is not as systematic as that undertaken in the seminars, it does involve smaller groups of students in more detailed research strategies and more specialized information resources. All instruction makes use of some (or all) of the information/instruction guides prepared by the library staff. Ten of these guides are updated frequently; others are prepared as time permits.

EVALUATION: SHAFER LIBRARY

Strengths

1. Shafer Library has ample room for expanded materials and library services, and even for the location of other support services within the library building without interfering with the operation of Shafer Library. Prime examples of this last point are the College's location of the Tri-S Center and plans for a Micro-computer Lab in the library building.

2. The consolidation of the Non-Print Center on the ground floor and the expansion and improvement of the Multi-Media Classroom on the main floor make Shafer Library a more functional and effective media resource than it was at the time of the 1978 Self-Study.

3. The collection has been carefully selected to serve the College's programs, with book selection a joint effort of professional library staff and faculty of the College.

4. The library is quite accessible to student, faculty and community users. Student use, especially, has grown dramatically during the past five years.

5. Instruction in library use has become increasingly effective in the past several years, largely because of a cooperative effort of library staff and the faculty teaching Freshman Seminars.

Concerns

1. Library orientation programs in classes other than Freshman Seminars are less systematic and concerted than in the first-semester program for new students.

2. Students sometimes reach senior status without completing the required library information retrieval competency required of all students.

3. While much improved by recent consolidations of facilities, the library's audio-visual resources require expenditures for an expanded inventory of equipment and a more thorough cataloging of software.

4. The library is financially unable to provide specialized indexing and abstracting services.

FUTURE PLANS

1. The library should work to complete the cataloging of audio-visual software in 1984.

2. The acquisition and maintenance of audio-visual equipment should continue as a high priority budget item.

3. The library staff should continue to promote active faculty involvement in materials selection and student orientation to library use.

4. Approaches should be explored to promote the use of the government documents collection.

5. The library should investigate subscribing to an on-line data base system, such as "Dialog," in order to overcome its problems providing specialized indexing and abstracting services and the publication of printed indexes.

Part Two: Other Support Services

DESCRIPTION

Supporting Skills System

In February 1979, Findlay College applied for a three-year SDIP grant, one component of which was a skills-development program intended to help the College reach its broad educational goals by better serving its students' needs for developmental instruction in writing, reading, mathematics, speech and general study skills. The Supporting Skills System (Tri-S) is the offspring of that proposal.

The specific purposes of Tri-S are implied in its wide range of programs and services, including writing and reading support programs, labs in Speech 110 and in Math 101 and 110, and special services such as study strategy class presentations for Freshman Seminars, workshops for the College faculty, early notification for students in academic difficulty and occasional publications on study strategies. While some Tri-S activities are linked directly to specific courses, other services are available to any students needing them.

The Tri-S Center, located on the second floor of Shafer Library, contains an open area for tutoring, a small classroom and the central office of the Tri-S. The Tri-S writing support program and the math lab are located in the Center. In numbers of students affected, the former program has been the most successful of all the Tri-S components, with

about 225 clients and 3,300 student contacts in each of the past 2 years. The clientele for the Writing Center is mixed, for any Findlay College student can use the Center to work with professional and student assistants in starting papers or revising rough drafts. The Writing Center also provides supporting lab work for students in writing courses. A similar purpose is served by the math labs. As an integral part of Math 101 and 110, basic mathematics courses, students work individually with professional and student assistants in preparing for unit tests.

Other elements of Tri-S are at different locations on campus. The Speech Lab is based in Egner Fine Arts Center. Students taking Speech 110 use this part of the Tri-S to consult with professional and student assistants and to do practice work using videotape equipments. The Reading Center is located in Main 304. Here, during scheduled hours, the reading teacher is available for conferences with students referred by teachers and with students who volunteer for reading work. In addition, the Reading Center provides presentations and other services to help teachers use reading in their classes. Recent restrictions on the size of the Reading Center by construction of faculty office cubicles placed some strains on this program, and the College is evaluating whether to remove some of the cubicles.

From the initial planning stages, Tri-S has benefited from an excellent system of evaluation. The Tri-S Advisory Committee began its work in January 1980 and was made up of members of the College faculty and administration under the direction of the Tri-S Coordinator. After the program had been formulated and put into operation, it was evaluated by

outside resource people as well as studied with a series of student and faculty questionnaires. These evaluations indicate that Tri-S has had a broad impact on the College and has been well-received by faculty, students and administrators. The external evaluators emphasized that the program has many successful aspects and very few discernible weaknesses.

One of the primary strengths of Tri-S has been the continuity of its personnel within an organizational framework that allows for great flexibility and also thorough integration of its services within the general program of the College. This has combined with faculty and student acceptance of the program to insure that Tri-S has become an important part of the academic support services at the College. The change in Tri-S administration coming in 1983-84 should not reduce the program's effectiveness or its integration within the entire program of instructions.

Academic Advising Program

The central purpose of academic advising is to assist students in planning programs of study through which they can achieve the sort of education described in the College's institutional mission. Since many dimensions of those goals are not limited to classroom activities, the academic advisors assist students in clarifying long-range personal and career goals. They also are alert to personal problems that may require referral to such professionals as the Campus Pastor, Director of Counseling Services, Career Education Director, Campus Nurse or Student Affairs staff.

Advisors are assigned to new students on the basis of majors indicated on application materials. Students undecided about their majors are

assigned to the Director of Career Education or to one of the faculty members who have volunteered to advise undecided students. Students in the Foundations Program are assigned to the Tri-S Coordinator for advising during their first year. New students in the Weekend College and part-time students in the Evening Program are assigned to one of the staff members in the Office of Community Education. Students later may select new advisors by completing a simple form available in the Office of Student Records.

Student-advisor relationships normally work quite effectively, as student and advisor get to know each other and as the student becomes familiar with the graduation requirements within which academic programs are organized. To assist in this last area, the Academic Vice President and Assistant Academic Dean began a special "Orientation to Academic Advising" program in 1981. The program, a part of Freshman Orientation, lets small groups of new students work with volunteer faculty members to explore the graduation requirements and the academic organization of the College on the night before they first meet their advisors to begin planning their college work.

Other efforts to improve the effectiveness of academic advising include periodic faculty-development workshops (such as one planned for 1983 in which faculty will work with the same materials students use in Orientation to Academic Advising sessions); the development of clear and detailed advising check sheets on the General Education Requirements; and plans to use computerized record keeping and other refinements in the Office of Student Records.

Probably, the largest impediment to effective advising is the number of students per advisor in the Community Education Office, The Business Division and the Equestrian Studies Program.

Computer Services

Within the context of this chapter, Computer Services has two main purposes: to provide support for instruction directly by available software and facilities, and indirectly through support services. The College has a Digital Equipment Corporation PDP-11/70 timesharing computer system. Students have access to the computer system in a comfortable student lab with 11 terminals and two line printers. During 1979-80 and 1980-81, a portion of the College's SDIP grant was dedicated to the purchase of software which could be used in instruction. The expansion of the Computer Science offerings was made possible in part by the purchase of compilers for the computer languages of Pascal (OMSI Pascal), Fortran (WATFOR), and Cobal (WATBOL). The POISE Data Management System, which is used administratively by the College, is also used in Systems Analysis classes. The MINITAB statistical analysis package is used by introductory statistics classes, advanced statistics classes and marketing research classes. Various simulation programs have been used by life science students in studying ecology. Marketing simulation programs, designed by a member of the business faculty, have been used by marketing students.

Other areas of the support of instruction are provided for faculty. Any faculty member may use the software packages and other services, such as word processing. A workroom with two terminals is available for faculty use. As part of the SDIP grant, a mark-sense test scoring machine was

purchased to allow computerized handling of responses from student evaluations of faculty and data from various surveys. The computer services staff has developed software to provide item-analysis of tests and summaries and evaluations of student performance on tests.

Facilities and equipment are the biggest problems facing Computer Services. The present hardware has reached its capacity; to expand the current computer system would mean a significant expenditure of money. At the same time, students and faculty are rapidly discovering new uses which they could make of the computer, and many areas of the College have expressed interest in integrating the computer into courses in accounting (computerized accounting), elementary and secondary education (general computer literacy), English (word processing), equestrian studies (animal management), physics (simulations) and secretarial science (word processing). To begin to explore these areas, the College has committed $60,000 to the purchase of microcomputers, some of which will be part of the Computer Science Lab and others of which will be located in a new Microcomputer Lab in Shafer Library.

Communications Room

This department is one of the least recognized yet most basic support services on the campus. Virtually everyone connected with the College is affected to some degree by the printing services, mail distribution and supply handling of the Communications Room.

Perhaps the most visible function of Communications is the handling of mail--both the U.S. mail and campus mail. For classroom support, however,

the printing/copying function is the most significant. From syllabi, through class handouts, to final exams, most of the materials used in the day-to-day operations of a class have been duplicated on the offset printing equipment in the Communications Department. A photocopier is available for faculty and staff use; students and others have access to the copier in Shafer Library. Other recent additions to the department are a new postage machine and folding and cutting equipment. The Communications Room also serves as the central distribution point for office supplies. From pens to paper clips, this department serves the basic needs of offices throughout the campus.

The services provided in the Communications Room have been improved over the past several years, and, with the addition of more new equipment, this trend should continue. The central location of this department is a definite asset to its efficient operation, especially in the distribution of mail. One possible area of concern is the necessity for offices not in Old Main to arrange their own mail pickups. This system can result in delayed handling of outside mail.

EVALUATION: OTHER SUPPORT SERVICES

Strengths

1. The Supporting Skills System has brought coordination and heightened effectiveness to the College's developmental services, and it has made possible the development of such new programs as formal study-skills instruction in Freshman Seminars and elsewhere and the use of television to support skills teaching in speech.

2. Advising is widely recognized as an important faculty activity, and the College explores ways to improve the effectiveness of academic advising.

3. Facilities and mainframe equipment in the Computer Center are effective and well organized to support instruction at Findlay College, and plans are fully underway for microcomputer services to begin in 1983.

4. The College has a centralized communications center with equipment and personnel for duplication, offset printing, collation, mail handling, supply distribution, etc.

5. Good working relationships between teachers and administrators in various offices contribute a great deal to the effectiveness of the support services described in this chapter and in Chapter Four.

Concerns

1. The College's relationship with Michael J. Owens South may put strains on the academic support services. While Shafer Library is well able to respond to Owens' programs, greater stress may be felt by Tri-S programs as these students expand the demand for assistance in writing, math, speech and reading.

2. The mainframe computer system is sufficiently occupied with administrative work, computer games and computer science instruction that widespread computer support of instruction has not developed as rapidly as it might. (The new microcomputer services should help alleviate this problem).

3. The demand for computer services by students and teachers, once the new microcomputer lab gives them an initial exposure to computers, will soon outstrip the equipment now being installed.

4. Because of limited staff size, the Communications Room sometimes suffers delays and backlogs in printing and related activities.

FUTURE PLANS

1. The College should continue--and as necessary expand--the financial and staff support that have made the first years of the Supporting Skills System successful.

2. The College should continue to evaluate campus needs for computer services, as it did when it expanded the mainframe computer center and later developed a microcomputer lab. Specifically, it should be alert to refining and expanding the services made possible by the College's entrance into microcomputing.

3. The College should explore ways to expand staff, modify Communications Room hours and purchase newer equipment in order to help the Communications Room provide service during peak-load times that is as effective as at other times.

CONCLUSION

In general, Findlay College has very effective educational support services. The library is housed in an excellent facility, the flexibility of which allows for the integration of several major services (traditional library, audio-visual services, study skills center, microcomputer lab) under one roof. Within the library services, the audio-visual area is quite strong, especially in the growth and use of the video production facilities. The College can also take pride in the variety of learning resource materials and in the library's efforts to help students learn to use these materials.

The Supporting Skills System has several exceptional strengths, ranging from its basic organization, to the flexibility of the personnel and their variety of approaches to student needs. The system's own feedback arrangement is quite useful in clarifying these strengths and in

identifying small weaknesses before they become larger problems. This may be the reason that Tri-S has not undergone any major difficulties in its first three years of existence. About the only drawback to the present arrangement is the decentralized nature of the facilities, but even this may not really be a handicap. Campus-wide acceptance of Tri-S may indeed have been aided by this dispersal of activities.

Computer Services has modern facilities and a central location that contributes to its accessibility. In fact, the very success of this service has led to its one major problem. With increasing demands, the present hardware has reached its capacity, and expansion of it will be expensive. Fortunately, the microcomputer era is arriving at Findlay College, and these adaptable, independent machines will help the College provide increasing computer services for its students and staff.

A central location is also beneficial to the operation of the Communications Room. The services and equipment continue to improve, and the only weaknesses are the lack of a campus delivery system originating from Communications and some loss of efficiency during times of peak demand.

Chapter Six

FACULTY

This chapter focuses on Findlay College's teaching faculty and on the financial and other support that the administration of the College lends to the faculty. Behind the chapter stand a number of factors that guided the deliberations of the faculty members and administrators who completed this part of the Self-Study: concerns noted in the 1978 NCA review; the series of questions on "Faculty and Instructional Staff Resources" in Schedule Four of A Guide for Self-Study and Accreditation; and a survey of teaching faculty about various features of their duties, working conditions and compensation.

PURPOSES

Perhaps more than any other part of the College, the faculty determines how well Findlay College can live up to its broad institutional purposes. For this reason, the purpose of the faculty is to implement the goals outlined in Chapter One by:

1. Providing effective instruction.
2. Providing competent and personally concerned advice and counsel.

3. Developing new programs and courses so that the College's curriculum and the educations of students stay current with society's needs.

Accomplishing those purposes requires at least two others. And so, Findlay College must:

4. Have a faculty made up of a sufficient number of men and women who have the training, skills and attitudes to teach and advise students.

5. Have policies and programs to encourage effective faculty performance.

DESCRIPTION

In 1982-83, Findlay College has 60 full-time instructional employees--10 professors, 15 associate professors, 11 assistant professors, 11 instructors and 13 individuals who work as librarians, coaches and members of the Equestrian Studies staff. Sixteen of these instructional employees are women, and 44 are men. Of the 47 full-time faculty in tenure-track positions, 36% hold doctorates, and 60% hold masters degrees. Of the 36 individuals employed as part-time instructors, 19% hold doctorates, and 47% have masters degrees. The average age of full-time faculty members is 40 years, and the average length of service at Findlay College is 7.5 years. Tenure has been granted to 45% of the full-time faculty members.

The teaching load for full-time faculty member is 24 semester hours a year, with overload teaching paid on a scale that ranges from $440 per semester hour for professors to $340 per hour for instructors. Division chairpersons receive 6 semester hours of load-reduction a year, and other

individuals (coaches, directors of dramatic and musical organizations, coordinators of special programs and supervisors of student teachers, etc.) receive appropriate load reductions. As part of their normal load, all full-time faculty members are responsible for advising and committee work. (Details on faculty responsibilities are published in the Faculty Manual.) In 1982-83, average total compensation for full-time faculty members was $31,000 for professors, $25,700 for associate professors, $22,000 for assistant professors and $18,600 for instructors. Part-time faculty received payment at the rate of $335 per semester hour for senior lecturers and $300 per hour for lecturers. These figures compare quite favorably with--and in some cases exceed--salaries of other Ohio colleges. (See Exhibit 8, "Comparison of Findlay College Faculty Compensation.")

New full-time faculty members participate in a special orientation just prior to the start of the school year. This orientation is aided by reference to the Faculty Manual (most recently revised in 1982-83) which contains information on academic freedom, guidelines to teaching loads, explanations of committee work, an overview of the system for promotion and tenuring, etc. A similar orientation for part-time teachers had been started, partly in response to suggestions in the 1978 NCA report. The Academic Vice President sends part-time faculty information about parking, ID cards, syllabi, the availability of instructional resources, etc.; the Community Education Office issues a Part-Time Faculty Handbook; and the College hosts an orientation luncheon-discussion for new part-time teachers.

In addition to trying to orient faculty to their jobs as teachers and advisors, Findlay College encourages effective faculty performance through its programs of faculty development and faculty evaluation. Faculty development programs include formal workshops on teaching improvement or advising, such as those that take place during the annual Faculty Fall Conference at the start of the academic year. They also include financial support for conference attendance and other professional growth activities. The College allows each full-time faculty member $125 for professional activities, in addition to funds for which faculty can apply from the Faculty Development Committee. The College also encourages faculty growth by granting sabbaticals; since 1978, for instance, eight faculty members have had sabbaticals, most often semester-long leaves with full salary.

Evaluation of faculty members stresses teaching and advising, professional growth, faculty service and curriculum development. Untenured faculty members are required to complete an annual evaluation and to meet with the Academic Vice President to discuss their effectiveness during the year. (See Exhibit 4, "Tenure Criteria Contract" for details about the scope of this annual review.) Tenured teachers are encouraged to prepare self-evaluations as background for the annual evaluations division chairpersons prepare on all faculty members. Student evaluations are required of all teachers--of all courses taught by faculty during their first two years at the College and of half of the courses of teachers who have been at the College longer than two years. But, recognizing that one student-evaluation instrument cannot work well in every course, faculty members are encouraged to develop specialized student surveys or to propose

alternate forms of student evaluation. (Such variations must be approved by the Academic Vice Presidents.)

Whether because of its programs of faculty development and evaluation or because of its success in recruiting and retaining excellent teachers, Findlay College has a faculty that is enthusiastic about teaching and that takes pains to develop courses that meet the needs of the College's students. Student satisfaction with their instruction, as reflected in student evaluation data, generally is high. But even while they give primary emphasis to teaching, faculty members participate actively on standing and special committees, since they understand that such involvement is important to the governance of the College. (A 1982 survey of full-time faculty, for instance, found that far more teachers felt committee work to be reasonable than considered it to be excessive.)

Similarly, commitment to teaching does not prevent faculty members from participating in scholarship and professional activities that support their intellectual growth and their classroom performance. The professional accomplishments summarized in Exhibit 2, "Representative Accomplishments of Faculty, 1978-82," suggest the variety and extent of the faculty's professional activities.

EVALUATION

Strengths of the Faculty

The faculty provides effective instructional programs, as a few specific facts suggest:

1. For the most part, student evaluations of the quality of instruction are quite positive. These evaluations are available from the Academic Vice President.

2. External evaluations of the Weekend College, the Equestrian Studies program and the Supporting Skills System attest to the strength and effectiveness of these programs.

3. Less formal evidence of instructional effectiveness can be found in the success of Equestrian Studies majors in national competition; in the comments on the work of Art students by judges of annual juried shows; in the success of Accounting students in contests with area universities; in the College's record in the state and national "Students in Free Enterprise" competitions; in the designation of English 102 as one of the four exemplary writing programs in Stephen Judy's An Introduction to the Teaching of Writing (1981); in the fact that students who take the developmental English 100 course typically do as well in the required English 102 as students exempted from the earlier course.

4. The faculty consistently makes itself available to students who need special educational support.

5. The administration--and the faculty itself--emphasizes teaching effectiveness in decisions regarding promotion and tenure, as well as annual salary reviews.

The faculty provides competent, personally concerned advising.

6. Each student selects an advisor, and, with the College's 15-to-1 student-faculty ratio, students have many opportunities to receive advice from their advisors. Students can change advisors as their majors change or if they feel that they could work more effectively with another teacher.

7. Beginning with 1981, a special "Orientation to Academic Advising" session became part of Freshman Orientation, with the result that students now are more prepared for an effective advising session at the time of their very first meeting with advisors.

8. Beginning with 1982, special advising with the Tri-S Coordinator was required of marginally-acceptable students in the Foundations Program.

9. Beginning with 1982, the College adopted a plan to evaluate the quality of advising, using a private questionnaire--the results of which are reported to the advisor for his or her personal information. (The Office of Institutional Research can provide more information.)

10. Advising for "undecided" students is a priority of the College, specifically of the Career Education Director, the Tri-S Coordinator, faculty members teaching Freshman Seminars and a number of faculty members who have volunteered to take such students in their advising loads.

11. In a 1982 survey of faculty members, far more individuals felt that they could adequately deal with their advising loads than felt over-burdened by them.

The faculty develops programs and courses to help the College and its students stay current with social developments.

12. In the past five years, faculty members have evaluated the curriculum and developed majors that address broad needs in society and program or personnel strengths of the College. These include Computer Science, Art Therapy, Recreation, Communications, Pre-Veterinary Medicine, Nature Interpretation, Nuclear Medicine, Social Work, Public Administration, Engineering and Bi-Lingual Education.

    Many of these majors involve combining courses already part of the Findlay College Curriculum, so as to provide new programs for students and interesting professional development for teachers without the need to develop or staff additional courses.

13. Program developments besides new majors also indicate that the faculty tries to adjust the curriculum to meet the needs of students and the changing climate of society. Such innovations include the Supporting Skills System, developed in 1978 in response to faculty awareness of the need for a coordinated approach to developmental work; the institution of the Weekend College to serve a clientele otherwise unable to attend college; the adoption of academic minors as a way to let students develop

broadening, and possible career-enhancing, pockets of courses; the planned expansion of the College's computer program to include microcomputers; and the subsequent beginning of an effort to let students develop word processing skills in conjunction with writing courses.

14. Many faculty members have made themselves available to teach in new programs for the community, including Weekend College courses, the Continuing Education Program and Saturday Morning Enrichment classes. These courses offer non-traditional scheduling options to make educational experiences available to individuals who might not otherwise have such opportunities.

The Administration supports the faculty with reasonable salaries, faculty development programs and clearly articulated evaluation methods.

15. According to comparative data published in Academe, Findlay College has, over the past decade, made significant increases in its total compensation for faculty members. As Exhibit 8, "Findlay College Faculty Compared with Selected Colleges," makes clear, the College compares quite favorably--and in some cases has now exceeded--faculty compensation at other colleges.

16. The Administration emphasizes teaching effectiveness in decisions regarding promotion and tenure, as well as in annual salary reviews. In specific cases (which the Academic Vice President could discuss confidentially), teachers have had to leave the College because of their ineffectiveness in the classroom.

17. The College supports faculty members with workshops and other in-service programs intended to build their skills as teachers and advisors.

18. The College supports faculty development and professional activity with funds committed to each individual teacher ($125 per faculty member, about $6,000 in 1982-83) and additional funds available through competitive proposals to the Faculty Development Committee (about $6,000 in 1982-83). In addition, the Board of Trustees has continued to recognize the value of sabbatical leaves to long-range growth of faculty effectiveness and has approved eight sabbaticals since 1978.

Concerns

1. Though efforts have been made to orient part-time teachers more effectively, the number of part-time teachers used by Findlay College makes it important to provide even more open channels of communication, coordination and supervision.

2. Faculty involvement in committee work, while generally accepted as important, may fall disproportionately on a limited number of individuals.

3. Similarly, the advising load of faculty members is uneven--ranging from several students in areas with few majors, to 50 or more in Business, to over 100 for professionals in the Community Education Office.

4. As is fairly typical at colleges like Findlay, measures of student learning tend to be limited to tests and other assessments within individual courses, and the College has found it difficult to assess the cumulative learning of students throughout their college careers.

5. Though the Administration has made a genuine effort to provide adequate faculty salaries and though Findlay College's salaries compare very favorable with those at near-by private colleges, faculty and staff members frequently feel that they do not receive adequate compensation.

FUTURE PLANS

In order to maintain and increase the effectiveness of its faculty's teaching, advising and curriculum development, Findlay College should:

1. Continue to offer workshops and other on-campus faculty development programs.

2. Continue--and, when possible, expand--the financial support available to faculty members for professional travel and other professional activities.

3. Continue to reward effective faculty members with salary increases, promotion and tenure and, on the other hand, to cull from the College teachers who are not effective teachers, advisors and curriculum developers.

4. Continue its creative approach to program-development so that new ideas for majors or special services can grow, rather than wither in the face of "traditional" approaches.

5. Increase its efforts to provide compensation (salary and creative fringe benefits) for faculty members and other employees without whom Findlay College could not be an effective educational institution.

In order to address areas of concern noted in this report, Findlay College should:

6. Continue the efforts initiated after the 1978 NCA review to integrate part-time teachers more fully into the life of the College.

7. Seek ways to better distribute committee leadership among faculty members, or to compensate faculty members who take on disproportionately large committee responsibilities.

8. Continue to plan programs (such as the 1983-84 Faculty Fall Conference on Academic Advising) and seek ways to better distribute advising duties among faculty members or to compensate faculty members who carry a disproportionately large advising load.

9. Continue to explore ways to assess student learning--for instance, to expand the pilot program of general education knowledge that currently is being tried in two representative divisions.

CONCLUSION

As a whole, the Findlay College faculty confidently and competently faces its duties--to teach, advise and develop effective programs--and the administration supports the faculty with programs and policies that make it possible for the College to serve its students and its community. The College's past openness to new programs and to suggestions for better ways to solve the problems it faces gives good reason to predict that, in the future, Findlay College will continue to provide innovative programs and effective instruction.

Chapter Seven

PHYSICAL FACILITIES

This chapter describes and then evaluates the physical plant and facilities of Findlay College.

PURPOSES

With regard to its physical facilities, Findlay College's central purpose is to provide a clean, safe and efficient environment within which students can study and live, and faculty and staff members can work. Achieving this goal depends on several other more specific purposes. And so, Findlay College must:

1. Organize maintenance and housekeeping services, plans for renovation and plans for maintenance and the replacement of furnishings in order to assure the quality of the physical facilities.

2. Periodically evaluate the physical facility in light of the needs of the College's programs and students, and work to up-grade the facility as financial resources allow.

3. Periodically evaluate--and when necessary, adjust--the financial resources allocated for additions to, modernizations of and routine maintenance of physical facilities.

DESCRIPTION

Findlay College is located in a residential area, 10 blocks from the center of Findlay, a city of 38,600. Bounded on the east by Main Street, the campus extends west 1½ blocks; the north-south limits of the campus extend approximately 3 blocks. On these 6 city blocks are located 6 academic buildings, a student union, 6 dormitories, a health center, a President's home, a maintenance building, a fraternity house and a physical education/recreation complex. Five student organizations own or rent facilities near the campus.

Residence Halls

Myers Hall can accommodate 92 people in double-occupancy rooms. This 1955 building currently houses the Intensive English Language Institute and provides rooms for short-term guests of the College.

Morey Hall, dedicated in 1964, houses 132 men. Its main lounge provides a study and kitchen area for the residents.

Fox Hall, a 3-story 1966 building, contains large double rooms and attractive lounges for 150 men.

Bare Hall is a 1969 building housing 146 men in double rooms. It also contains attractive lounges and an apartment for a resident supervisor.

Lovett Hall, the oldest part of the women's dormitory complex, was constructed in 1959. Including its 1966 addition, Lovett provides lounges, a study area, a kitchenette and rooms for 174 women.

Deming Hall, added as an interconnected part of the women's housing complex in 1969, is a 4-story building housing 148 women. It contains lounges and the office and apartment of the resident supervisor for the women's complex. It also contains Henderson Dining Hall, the campus's 1969 cafeteria which can serve approximately 700 students.

Other Buildings and Facilities

The Administration Building, a 4-story structure built in 1886, contains classrooms, administrative offices and faculty offices for the divisions of Business, Education, Humanities and Social Science. Structural changes have been made within this building several times, and it has been renovated and redecorated periodically. In 1977, a major heat-loss prevention program replaced windows, more completely insulated the building and provided double doors at the most heavily used entrances.

The William B. Brewer Hall, constructed in 1961, houses classrooms, laboratories and faculty offices for the Division of Natural Science. It includes a 55-seat planetarium and a 212-seat lecture hall that is used for large classes in science and in other disciplines.

The Egner Fine Arts Center, completed in 1963, contains classrooms, studios and offices for the Division of Fine Arts. Among these facilities are a 300-seat theatre, art studios, a gallery, music rehearsal rooms, individual practice studios and a 100-watt FM radio station.

Shafer Library, dedicated in 1968, is a 3-story building with a book capacity of 150,000 volumes. Besides reference, circulation, technical services and stack areas, the building contains seminar rooms,

study carrels, typing areas, an audio-visual center and lounges for leisure reading and informal meetings.

The Alumni Memorial Union, built in 1960 and expanded in 1964, houses a snack bar, campus store, lounge, Black student center, game room, small dining/meeting room and offices of the Campus Programming Board and the Coordinator of Student Activities.

The Renninger Gymnasium, built in 1925 and renewed in 1973, is used for health and physical education instruction and some intramural activities. It also houses a modern analysis laboratory for human physiology.

Croy Physical Education Center, which includes the Victor Sink Natatorium, was opened in 1969. It provides modern areas for physical education classes, intercollegiate and intramural activities and individual recreation for students and staff.

The Bucher Memorial Health Center, formerly a private home, was renovated and equipped as an out-patient dispensary in 1963.

The Physical Plant Building, a former service station to which an addition has been built, was added to the campus in 1977. This property also added a small amount of parking for College vehicles.

Carrothers Home has served as the residence of Findlay College presidents since 1934.

The Athletic Field, located immediately north of the campus, was renovated in 1969. It now provides an all-weather track, lighted tennis courts, football practice field, baseball and softball diamonds and space

for individual recreation. For home football games, Findlay College rents the 7,500-seat Donnell Stadium, located in the south-central area of the city.

Equestrian Program Facilities, rented on a year-by-year basis, are located eight miles south of the campus, just west of US Route 68. The facilities include stables, an indoor riding and training area, two classrooms and offices.

Renovations Between 1978 and 1983

During the last five years, Findlay College has followed a routine maintenance and renovation schedule in order to preserve its physical plant. In addition, the College has undertaken a number of larger-scale improvements, in response to its on-going evaluation of how well its facilities serve the needs of its programs and students.

General Renovations

1. An energy management system was installed to improve the comfort of the campus and help control heating costs.
2. A private telephone system was installed to improve the College's communications and reduce telephone costs.
3. The exteriors of a number of buildings were resurfaced to prevent deterioration and enhance energy conservations.
4. Locks were changed throughout the residence halls to increase student safety and building security.

Specific Renovations

Administration Building. The computer hardware and student laboratory were moved from the basement to the main floor. Eleven terminals were made available for student use. The old computer complex was converted into two general purpose classrooms--accessible to the physically handicapped. Faculty

offices were added on the fourth floor. A new access ramp for the handicapped was constructed. The language lab was renovated and new instructional equipment installed. Major roof and brick repairs were completed. Ritz Auditorium, a 406-seat facility was completely renovated.

Brewer Hall. Room 118 was converted into a student and faculty research lab. A new faculty office was constructed in Room 200. A new roof was installed on the building. The entire building was painted. Insulation was installed on the exterior surface. The lecture hall, Room 100, was acoustically treated and a new sound system installed.

Egner. The entire building was painted. Improved heating and ventilation was installed in the radio station.

Shafer. The entire building was painted. A new roof was installed. Main floor carpeting was replaced. Improved heating and ventilation controls were installed.

Alumni Memorial Union. The old kitchen area was converted into a student game room complete with ping-pong, pool and electronic games. A large storage area was converted into a student activities office and meeting area. The bookstore was repainted and recarpeted.

Myers Hall. The first floor was renovated to provide classrooms, laboratories and offices for the Intensive Language Institute.

Renninger Gymnasium. The entire building was repainted. Two faculty offices were completely renovated. The basement area was also completely renovated with new rooms, lockers, projection area and office.

Croy Physical Education Center. Major portions of the building were repainted. Three new locker rooms were constructed (two for men and one for women). A new roof was installed over the pool area.

Morey Hall. The building was completely painted and restored to its original condition.

Fox Hall. The building was completely painted and its drapes replaced.

Lovett Hall. The building was completely painted and its drapes replaced.

Bare Hall. The building was completely painted and its drapes replaced. Mailboxes for the entire men's residence complex were added to the lounge area.

Three College-owned houses were renovated and converted into sorority houses.

EVALUATION

Strengths of the College's Physical Facilities

1. The physical plant has been improved by a concerted program of renovation during the last few years, and plans have been developed to assure on-going renovation and maintenance.

2. The College has adequate classroom space to accommodate current programs if it utilizes all existing buildings, and new traditional programs can be added without constructing new facilities.

3. Shafer Library provides adequate space for current academic needs, and the capacity to grow to meet anticipated future needs.

4. The College has adequate housing and dining facilities for its student body and for any increases likely in the near future.

5. The College has a variety of recreational facilities, including a swimming pool, game room, handball courts, lighted tennis courts, snack bar and lounges in various buildings.

6. The College has good physical education facilities in Croy Center, as well as an all-weather track and access to a stadium that exceeds those of most of the other colleges in the athletic conference.

7. The College takes the esthetic climate of the campus into consideration when it makes decisions about such things as the installation of new windows, the construction of buildings and the planting of shrubs on a regular schedule.

Concerns

1. The College does not have as great a variety of recreational facilities as some students would like.

2. Older buildings do not provide easy access for the physically handicapped to all areas.

3. Facilities for dramatic and musical productions are not as complete as would be ideal.

4. The year-to-year rental of facilities for the Equestrian Studies Program may reduce long-term stability in the program.

FUTURE PLANS

1. The College should continue to assess student needs and interests for recreational facilities and to look for creative ways to expand the variety of recreational opportunities with minor modifications in existing buildings (as, for instance, the College did when it developed the "Oiler Arcade" game room).

2. The College should continue to look for ways to make older buildings more accessible to physically-handicapped students and to follow its policy of adjusting classroom locations to fit the schedule of handicapped students.

3. Plans for future capital fund drives should give priority to expanding recreational facilities, up-grading auditorium facilities and renovating the campus to improve its overall appearance and climate.

4. The College should seek longer-term leases for the facilities of the Equestrian Studies Program.

CONCLUSIONS

Though it probably is impossible to fully satisfy the desires of students and staff members for recreational opportunities, attractive furnishings, convenient parking and the like, Findlay College's physical facilities are more than adequate to support the programs by which the College works to achieve its institutional goals. Much of this is due to the College's concerted efforts to renovate buildings--to create a strong Computer Center, a base for the Intensive English Language Institute, more classrooms accessible to the handicapped, a game room, a microcomputer lab in the library, etc.--and to keep up with the painting, draping and routine maintenance that contribute so much to the atmosphere of any campus.

Findlay College is committed, as a matter of fiscal policy, to dealing effectively with maintenance (see Chapter Eight for more information). And the physical plant of Findlay College will continue to be the beneficiary of this policy, as it has been during the period of rather intensive renovation that marked 1978-83.

Chapter Eight

FINANCIAL RESOURCES AND OPERATION

This chapter analyzes the financial resources of Findlay College by describing and evaluating the College's four fund accounting groups: Current Fund, Endowment Fund, Plant Fund and Development Fund.

PURPOSES

The general goal of Findlay College's financial policy is to provide monetary support for the programs by which Findlay College can achieve its institutional purposes. To implement this overall financial purpose, each of the College's major funds has more specific purposes.

1. The Current Fund's goals are to generate revenues from different sources and to allocate these resources to maintain a sound educational program and a healthy learning environment. A balanced yearly budget is a prime consideration when evaluating the Current Fund.

2. The Endowment Fund's purposes are to generate investment-income for current operations and to serve as a stabilizing factor in the event of an uncertain financial future. Investment-yield and principal-stability are prime considerations when evaluating the Endowment Fund.

3. The Plant Fund's purpose is to provide a record of the growth, expansion and improvement of the physical assets of the College.

4. The Development Fund's purpose is to serve as a depository for capital campaign funds until the Board of Trustees and administration decide upon the uses of these funds.

DESCRIPTION

The Current Fund

In the Current Fund, the budget is the main tool used in managing the daily operations of Findlay College. The budgeting process has been refined in recent years, partly because of computerization. Different enrollment figures can be used as assumptions, and the budget program will calculate the impact on College revenue.

The budgeting process at Findlay College is dual faceted, and the Vice President for Business Affairs monthly reviews updated performance reports. This constant monitoring allows actual figures to be used in place of estimates when they become known (for example, to replace estimated enrollment figures with actual enrollment), so that areas of concern can be noted early enough to begin effective responses.

While the current year's budget is being carefully monitored, the budget process for the succeeding year is started in October, early enough that input can be gathered from more sources and requests can be evaluated in the light of revenue projections. The division chairpersons and administrative heads plan an important part in building the budget for the succeeding year. Their input is sought for both operating expenses and for special requests--major items not included in yearly costs.

The President and the Vice President for Business Affairs construct the budget upon revenue assumptions, operating expenses and the inclusion of such special requests as can be handled and are deemed most vital. The

ideas of listing special requests is important for future years as far as planning future outlays. The completed budget is presented to the Board of Trustees for review. This allows the administration an opportunity to fine-tune the budget if the Trustees have particular areas of concern or questions. The final budget is submitted to the Board for approval.

The Endowment Fund

The performance of the Endowment Fund is reviewed by the administration and the Business Affairs Committee of the Board of Trustees. In an attempt to continue to achieve a high yield, while at the same time preserving the principal of the investment, members of the Board and administration recently invited presentations by various investment fund managers interested in managing the College's investments. In April 1983, a new manager was appointed to handle the investments of the Endowment Fund.

The current size of the Endowment Fund is due in large part to planned gifts and bequests. The development thrust of Findlay College must be focused on increasing the Endowment of this institution through various planned giving mechanisms.

The Plant Fund

The assets of the Plant Fund consist mainly of the physical property of the College. While no new buildings have been erected in recent years, the upgrading of existing facilities has accounted for increased asset values in this fund. Long-term debt financed the building program of the

late 1960's. Other assets in the fund have been acquired as a result of gifts to the capitalization of major renovations.

The Development Fund

The assets of the Development Fund consist of cash and investments. On the equity side is a record of the sources of the gifts and the purposes to which these gifts were applied.

EVALUATION

Strengths of Financial Resources and Operations

The period since June 30, 1978, has been one of financial stability for Findlay College. Four years of operating surpluses and a projected balanced budget for 1983 mark a definite improvement from some previous years.

Revenues

1. In the Current Fund, improvements have been made in the generation of revenues and in the allocation of resources on the expense side.

2. The enrollment has increased significantly since 1978. Special programs, such as Equestrian Studies and the Intensive English Language Institute, have bolstered the enrollment of traditional college-age students. In addition, expanded offerings in the Weekend College and Evening Program have attracted large numbers of older, part-time students. Given current demographic trends, the College will need to give continued emphasis to special programs and to older students to offset a decline in the number of 18-21 year olds in the 1990's.

3. Since 1979, Findlay College has raised $3.3 million in 2 special capital campaigns, and the Office of Institutional Advancement has instituted several programs in recent years to expand the revenue of the College. For example:

-A planned-giving program initiated in 1982 has generated $1,000,000 in bequests and other deferred gifts.

-A concerted effort has been made in the last two years to strengthen the bridges between the College and the sponsoring denomination in order that the Church may tap resources at Findlay College, and the College may tap resources, both prospective students and dollars, within the individual churches as well as the General Conference.

-Special projects have been initiated. For example, the Chapel Project and the Renninger Gym Project together have generated $125,000 in cash.

-In 1981, a Parent's Club was established, and a Senior Challenge program was begun to help graduating seniors become contributing alumni.

Expenses

4. Salary increases and fringe benefits have, in recent years, been much better than they were between 1972 and 1978.

5. The College has attempted to control two previously-uncontrollable costs. An energy management system has been installed in the buildings on campus, and the College has purchased its own telephone system. In addition to giving expanded features to users, the College has eliminated the monthly leasing of equipment from Ohio Bell. A pay-back of 3½ years is projected for this system, which was financed internally; by 1986, the College should have eliminated a major portion of its monthly telephone charges.

6. The scheduling of major maintenance projects has begun in an attempt to catch up on deferred maintenance. Working with the Associate Business Manager for Auxiliary Services, the Vice President for Business Affairs now can build specific maintenance projects into a year's budget and have other projects included in future budgets. During the past four years, the College not only has completed several previously deferred maintenance projects, but it also has created a new reserve fund (totaling $108,495 in June 1982) for major repairs to academic buildings. (The dormitories, library and physical education building have, for some time, had individual repair and replacement funds.)

7. Between June 1978 and June 1982, the unrestricted Current Fund balance increased from $290,669 to $330,493--a 12% increase during a time when Findlay College was increasing expenditures for salaries and fringe benefits, deferred maintenance and planned future maintenance. Contributing to this financial growth were substantial freshmen classes, increasing enrollments in the Weekend College and Evening Programs, increasing endowment yields and the successful completion of two capital campaigns.

Concerns

1. In spite of the College's success at attracting students, the institution's dependence on student-generated revenue remains a long-range concern.

2. As a function of the growth of the College's commuter-student clientele, residence hall occupancy is lower than is desirable. However, the low rate of interest on residence hall construction loans (3 3/8% or less) makes this problem less severe than it might seem.

3. As is typical at most private institutions, Findlay College increasingly finds that more of its budget must go to student financial aid, in order to respond to increasing costs and decreasing federal and state aid.

4. Though Endowment Fund balances have continued to increase in recent years, the size of the College's endowment is a key concern.

FUTURE PLANS

In order to expand its financial resources, and so better accomplish its educational goals, Findlay College should:

1. Continue its creative approach to program-development in order to build educational programs that will attract students to the College.

2. Continue to increase the effectiveness of recruitment activities, including activities aimed at attracting more residential students.

3. Continue to study financial aid and to seek creative ways to prevent it from absorbing an excessive portion of the College's operating budget.

4. Increase its efforts to expand the Endowment Fund and to manage the Fund to achieve higher investment yield.

5. Work to increase annual gift giving, especially among alumni, and among businesses and residents of such cities as Toledo, Lima, Dayton, Columbus, Cleveland and Ft. Wayne.

6. Continue its long-standing policy of offsetting indebtedness with sinking funds and paying principal and interest as part of annual budgets.

7. Continue its efforts to increase salaries and fringe benefits of employees.

8. Continue to prepare for major maintenance projects and to upgrade its physical facilities.

CONCLUSIONS

During the past five years, Findlay College has made significant strides to correct financial weaknesses noted in the previous NCA Self-Study. During this time, the College has increased salaries and fringe benefits, undertaken major efforts to control utility costs and reduced its deferred maintenance needs. That Findlay College has done this while, at the same time, increasing its end-of-year Current Fund balance by 12% suggests that the financial health of Findlay College is quite good.

Chapter Nine

DECISION MAKING AT FINDLAY COLLEGE

This chapter deals with the organizational structure and the dynamics of decision making at Findlay College. Behind the conclusions of the chapter stand a close examination of how decisions are made at the College and a study of how various individuals in the College respond to the decision-making process.

PURPOSES

There are two related purposes of decision making at Findlay College:

1. To facilitate academic programs and other operations of the College in the short term.
2. To provide long-range direction and continuity to the College.

DESCRIPTION

Decisions are made in every division, in each of the faculty committees listed in the Faculty Manual and at every level represented in Findlay College organizational structure (see Exhibit 5, "Administrative Organizational Structure"). Generally, there are three kinds of decisions:

-Curricular Decisions. These include decisions about all changes in the Catalog except financial matters.

-Parietal Decisions. These involve rules regulating student life.

-Administrative Decisions. These decisions implement policies; they include curricular and parietal decisions that involve finances.

Making such distinctions is difficult, since decision making in a collegial setting is complex. As Glen R. Rasmussen once described the situation:

> In general, the faculty has primary responsibility and authority for curricular decisions, and the trustees and administration have responsibility and authority for administrative and fiscal decisions. Because most curricular decisions have fiscal consequences, it is probably accurate to say that in these matters the faculty determines what is "desirable," and the administration and trustees determine what is "possible."

Initial suggestions for curricular changes can come from many sources--faculty, administration, students, Board of Trustees, even persons external to the College. The connecting point for these ideas is the Educational Policies Committee made up of the seven division chairpersons, Director of Student Records and Financial Aid, Director of Community Education, Head Librarian, three students and the Academic Vice President who serves as chairperson. The initiation of parietal changes also can come from any sources. Normally, decisions move from the Student Affairs Committee to the faculty and then to the Board of Trustees, but these decisions can move directly from the Student Affairs Committee to the Board of Trustees. Administrative decisions are less sharply defined than the other two. The Academic Vice President has a Division Chairperson's Council which offers advice but has no policy-making power. The President has Administrative Council (consisting of the four vice presidents and Computer Center Director) which appears to be the focal point of all major

decisions. The President also chairs the Planning Committee, which is responsible for developing long-range plans for the College.

In preparation for this Self-Study, a special study committee prepared a questionnaire (see Exhibit 6, "Decision Making Survey Instrument") and distributed it to a wide range of campus decision-makers. Close study of this survey reveals areas of strength and areas of concern in the decision-making process of Findlay College.

Perceptions of the College's Decision Making Process

Board of Trustees Chairperson

Board Chairperson Edward Brewer views his role in terms of the traditional American corporate model, with the chairperson serving as presiding officer of the Board. Brewer feels that the Chairperson must guide the Board and give it focus, not to dictate, but to secure consensus. He sees the Board as resolving major policy decisions, with the objective of protecting the best interests of the College.

President

Dr. Glen R. Rasmussen sees his primary function as providing effective management, and, as such, he sees his most important task to be the hiring of high-quality people for key positions. He feels that in order to be effective he must regularly consult with the Administrative Council, Board of Trustees and faculty. Rasmussen feels that conflict-free relations between the Board, administration and faculty are helpful to his

office. The heavy demands on his time are a weakness in the decision process.

(Dr. Rasmussen has retired, effective August 31, 1983. The procedure for selecting a replacement operated smoothly while involving the Trustees, elected faculty, representatives from the Student Government Association and the Findlay community.)

Vice President for Academic Affairs

Wm. Jack McBride sees his role as coordinating faculty in the development of curriculum, coordinating the recruiting of full-time and part-time faculty and being a key participant in faculty promotion and compensation decisions. He sees a number of decisions being completed in his office, and there are also a number of decisions which require further approval. McBride sees his office as being properly structured and clearly defined, with a balance between authority and responsibility. He sees a need for a clarified procedure for the termination of programs.

Vice President for Student Affairs

Frank Schultz feels that his membership on the Administrative Council is a major part of his role in the decision process of the College. He feels that he has a great deal of autonomy in making operating decisions in the area of Student Affairs, with major policy decisions being made by the Board. Schultz sees the lack of final authority in some areas as a minor problem.

Vice President for Business Affairs

Luella Dunlap sees decisions relating to day-to-day operations being made at her level and policy and public relations decisions being made at a higher level. Dunlap sees inadequate time as a problem, with work-load reorganization a solution.

Vice President for Institutional Advancement

James Pelowski sees his role as much broader than his office's fund-raising role. He sees many decisions being completed at his level, with over-all priorities, goals and major projects being approved at a higher level. Pelowski sees his involvement throughout the College strengthening his work by keeping him well informed, but sometimes keeping him away from the development function.

Administrative Middle Managers

Controller	Manager, Campus Store
Director, Intercollegiate Athletics	Manager, Auxiliary Services
Director, Alumni Affairs	Director, Health Services
Director, Public Information	Director, Career Education and Placement
Director, Planned Gifts	Director, Food Service
Director, Admissions	

Several common perceptions of the College's decision-making process run through the questionnaires completed by individuals in administrative middle-management.

1. The majority felt comfortable with the decision-making process within their own speciality.
2. Most relied heavily on policies set up by upper management and also on historical precedent.

3. Middle managers with long tenure are called upon to assist in decision making throughout the College, and this is accepted in a positive way.

4. Middle managers with less seniority or with positions somewhat outside of the administrative mainstream see themselves as being isolated from many decisions.

5. Many managers feel able and willing to improve their own areas and to share more fully their knowledge and ability in decisions of a wider nature.

Academic Middle Managers

Assistant Academic Dean
Director, Community Education
Director, Student Records/ Financial Aid
Director, Personal Counseling
Director, Training and ILI
Associate Dean of Student Affairs
Assistant Dean of Students

Several common perceptions appeared in questionnaires returned by academic middle-management personnel.

1. Most believe they are properly entrusted with decisions which should be made in their offices.

2. Most were complimentary toward upper management in terms of the decision-making process.

3. Some saw minor "gray area" of decisions which are sometimes made by them and other times by upper managers.

4. Several have problems reporting to several different upper-management offices.

Division Chairpersons

Most of the seven division chairpersons are satisfied with routine decision making within the division, e.g., course scheduling, teaching assignments and minor budgetary items. They also are generally pleased with their participation in the College's overall decision-making process.

Most, for instance, are pleased with their effectiveness within the Educational Policies Committee and the Division Chairperson's Council, although some think the Council should have a more formalized role in college decision making. Several chairpersons feel isolated from long-range planning and see the Planning Committee as ineffectual.

One common concern is that the College does not adequately recognize that being a chairperson is a time-consuming job that deserves more compensation and/or an even lighter teaching load. Some chairpersons responded that the chairperson's job description could be more precise and that various division chairpersons fulfill the position with differing concepts of their role.

Another frequent comment was that chairpersons have little information about, and opportunity for, input into faculty salaries. Chairpersons make recommendations for salary increases (low, average, above average) without being fully informed on current salaries, and the chairpersons doubt the validity of their input under these conditions. Chairpersons also have some concerns about the current method of selecting division chairpersons.

Members of Selected Committees

Planning Committee	Educational Policy Committee
Administrative Council	Faculty Affairs Committee

Faculty Affairs and Planning committee members see themselves primarily as performing advisory roles, with extensive authority only in specified decisions (e.g., the role of the Faculty Affairs Committee in

tenure decisions). There is some frustration on the part of Faculty Affairs that the committee does not have more authority.

Administrative Council and Educational Policy Committee play major roles in their respective areas of authority and are generally satisfied with the decision process.

Selected Faculty Members

Faculty members are generally pleased with their role in decision making in the curriculum area and generally displeased with their role in financial and administrative decision making.

Faculty members see the Faculty Affairs Committee as an effective voice in many ways but see the committee as ineffective in financial and administrative matters. (Members of the Faculty Affairs Committee shared this perception and mentioned the problem of termination of majors as an area in which they had responsibility but no authority.)

Because of faculty turnover and an understandable tendency to place senior faculty members in key positions, a small number of faculty may have a disproportionate voice, and junior faculty sometimes feel isolated from decision making.

Student Government Association Officers

Student Government officers are pleased with their ability to make decisions in their particular area and feel comfortable with their role and input in campus decision making in general.

EVALUATION

Generally, the perceptions of administrators, faculty and staff members are quite positive toward the College's decision-making process. The most frequently noted problem--the need for procedures to deal fairly and professionally with the termination of academic programs--was in the final stages of development when the survey upon which this chapter is built was being distributed. (See Exhibit 7, "Procedures for Terminating Majors.")

Strengths of Decision Making at Findlay College

1. Decision-makers at all levels are confident about the routine decisions assigned to their offices and comfortable making those decisions.

2. Most decision-makers feel a fair degree of autonomy for decisions at their levels, a sense of where their decisions fit into overall institutional programs and a sense of support from their superiors.

3. Decision making is well-distributed, with individuals at all levels generally aware of facts, issues and decisions being made.

4. The College utilizes the insights and leadership of administrative middle managers on committees involved in broad institutional decisions.

5. The College includes students in the membership of all standing faculty committees (except those dealing with confidential student information); the three students on the Educational Policies Committee play an especially important role in decision making.

Concerns

1. "Gray areas" in which decisions on a given matter are sometimes made by different offices are a minor problem for decision-makers.

2. Broad decision making may not involve all segments of the College (e.g., administrative middle managers) as fully as possible.

3. The job description and compensation of division chairpersons may interfere somewhat with academic leadership.

4. The Planning Committee may be less effective than it could be.

5. There may be a more positive view of decision making among top administrators than among administrative middle managers, division chairpersons and teaching faculty.

FUTURE PLANS

1. The College should work to assure that the changes in procedure that will come to the campus with a new President do not confuse or disaffect decision makers, or otherwise reduce the generally effective system of institutional governance that operates at Findlay College.

2. The Administrative Council should discuss whether administrative middle managers should or can be made a more integral part of the College's decision-making process.

3. The Administrative Council should discuss the matter of "gray areas"--whether there are places where disruptive ambiguity exists about what individual, committee or office is charged with primary decision-making responsibility.

4. The Division Chairperson's Council and the Academic Vice President should discuss the job description and compensation of division chairpersons and make appropriate recommendations to the President.

5. As Chairperson of the Planning Committee, the President should explore the organization and operating procedures of the Committee in order to determine how the Committee could be made a more effective body. (Note: Since such an exploration would likely be a normal activity for a new President, this probably is a redundant recommendation.)

CONCLUSIONS

The anonymous survey that formed a major background to this chapter revealed that Findlay College's faculty, administration and staff are, generally, quite positive in their views of the way the College "works." Where problems were mentioned, they tended to be fairly minor. The frequently mentioned need to develop a rational, professional procedure for terminating programs was met with the adoption by the Faculty and Trustees of just such a procedure late in the 1982 academic year. And the other possible trouble spots noted in this chapter (e.g., middle managers, division chairpersons and the Planning Committee) all seem as if they can be addressed fairly easily by various individuals or committees.

Chapter Ten

CONCLUSION: MEETING THE CRITERIA FOR ACCREDITATION

Implicit within this whole Self-Study is the fact that Findlay College meets the criteria for accreditation established by the Commission on Institutions of Higher Education. The purpose of this conclusion will be to make this fact explicit by brief reference to the NCA's General Institutional Requirements and its Evaluative Criteria.

General Institutional Requirements

1. "The institution has formally adopted a statement of mission appropriate to a postsecondary institution."

In its most distilled form, the institutional mission of Findlay College resides in these two statements found in Chapter One:

Findlay College lives so that it may serve each student.

Findlay College lives so that it may serve the community.

That mission--along with 13 more specific goals that indicate the College's institutional purposes--have been formally adopted by the Faculty and Board of Trustees. Over the years, in fact, they have been discussed, revised slightly and formally reaffirmed a number of times.

To the faculty and Board of Trustees, this mission of service to students and to the surrounding community--as it is clarified and specified by the 13 purposes--seems quite appropriate for a postsecondary institution. And this judgment is corroborated by the fact that the North Central Association continued Findlay College's accreditation in 1978 while it was operating with a nearly identical institutional mission.

2. "The institution offers one or more educational programs (or curricula) consistent with that mission, including general education at the postsecondary level as an element of or prerequisite to the principal program(s)."

Chapter Two indicates that Findlay College offers educational programs consistent with its institutional mission. It further makes clear that a substantial general education program is required of all graduates.

3. "The institution has adopted a statement specifying the potential students it wishes to serve, and admits students to its programs under admissions policies compatible with this statement and appropriate to its programs."

As Chapter Four's section on "Admission Policies and the Student Body" makes clear, Findlay College has established policies under which it is able to admit the diverse student body mandated by its institutional mission and purposes, and it follows these policies as it recruits and admits students.

4. "The institution enrolls students in at least one postsecondary educational program normally requiring at least one academic year (or the equivalent) for completion and has students pursuing such a program at the time of the Commission's evaluation."

Findlay College's academic programs lead toward two- and four-year

degrees, or, in the case of a few programs (e.g., Nuclear Medicine), require additional work at another institution after initial study at Findlay College.

5. "The institution awards to each person successfully completing an educational program a certificate, diploma or degree appropriately describing the demonstrated attainment of the graduate."

Findlay College awards the degree of B.A. or B.S. to graduates of four-year programs, and the degree of A.A. to graduates of two-year programs. Students in programs (such as Medical Technology) which require work at another institution after initial study at the College, receive a Findlay College diploma upon completing their program.

6. "The institution has a charter and/or other formal authority from an appropriate governmental agency authorizing it to award any certificate, diploma or degree it awards."

Findlay College is appropriately chartered and authorized as a degree-granting institution by the State of Ohio. Evidence of this authorization is available for inspection.

7. "The institution has all the necessary operating authorities in each jurisdiction in which it conducts activities."

Findlay College has the necessary operating authority for its programs which are offered in Findlay, Ohio.

8. "The institution has formally designated a chief executive officer."

Findlay College has formally designated Kenneth Zirkle as President.

9. "The institution has a governing board that includes representation reflecting the public interest."

The Findlay College Board of Trustees is a governing board that adequately represents the public interest. The members are listed on pages 146-147 of the Catalog.

10. "The institution documents a funding base, financial resources and plans for financial development adequate to carry out its stated purposes."

Chapter Eight (augmented by the financial data forms) indicates that Findlay College has a funding base, financial resources and plans for financial management and development adequate to carry out its institutional purposes.

11. "The institution has its financial statements externally audited on a regular schedule by a certified public accountant or state audit agency. The institution makes available to the public and the Commission on request the most recent audited financial statements (or a fair summary thereof), including the auditor's opinion."

Findlay College has its financial records audited by Ernst and Whinney, an independent CPA firm, at the end of each fiscal year. A copy of the most recent audit, including the auditor's opinion, is available for review on request.

12. "The institution makes freely available to all interested persons (and especially its present and prospective students) accurate, fair and substantially complete descriptions of activities and procedures."

Findlay College makes available to all interested parties, including present and prospective students, copies of its Catalog and

other materials which describe its programs, activities and procedures fairly and substantially.

13. "The institution will have graduated at least one class in its principal programs before the Commission's evaluation for accredited status."

Findlay College has graduated at least one class in its principal programs.

Evaluative Criteria

1. Findlay College "has clear and publicly stated purposes, consistent with its mission and appropriate to a postsecondary educational institution."

Findlay College's 13 institutional purposes, as they are stated in Chapter One, have been adopted--and over the years discussed, revised and reaffirmed a number of times by the Faculty and Board of Trustees. Furthermore, many of these purposes, in the following compact paraphrase, appear prominently in the College's Catalog:

> Findlay College helps its students to discover their worth as individuals and to develop a curiosity and desire to learn throughout their lifetimes. The College assists students in clarifying their responsibilities as intellectual, ethical, religious, social and physically fit citizens. It also prepares students for specific careers while at the same time encouraging them to be receptive to other career opportunities. (p. 5)

That fostering such growth in students and serving as an educational, cultural and recreational center for the surrounding community are appropriate purposes for a postsecondary institution is evident in the fact that Findlay College has been accredited by the North Central Association while operating with these purposes.

As the "Purposes" sections of Chapters Two through Nine indicate, Findlay College has carefully considered how the day-to-day operation of the College (in curriculum, financial management, supporting services, physical plant supervision and the like) relate to the broader purposes of the College. And the new President has appointed a special faculty-administration task force to explore the institutional mission and the "fit" of College operations with the mission and to make recommendations for the future.

2. Findlay College "has effectively organized adequate human, financial and physical resources into educational and other programs to accomplish its purposes."

A comprehensive presentation on this point (and on each of the next three criteria) would require tedious repetition of material from the Self-Study. But the ability of Findlay College to achieve its purposes is suggested by the quality, cooperativeness and energy of the faculty and staff; the flexibility and innovation of the curriculum, especially since its General Education program has been revised to strengthen the liberal arts; the efforts of the administration to foster faculty growth, encourage innovative programs, cull unproductive programs, improve the physical plant and strengthen its financial management; and the willingness of the institution as a whole to try to serve its clientele, whether traditional students, older community members or students of limited background who need special support services to enable them to grow as human beings in the climate of a small college.

3. Findlay College "is accomplishing its purposes."

The success of Findlay College in achieving its purposes is suggested by the way it has evolved a curriculum to serve the career and general education needs of its students; a network of supporting services and campus activities to help students get the most from college; a community program both serving and drawing resources from greater-Findlay; and a record of success, including national acknowledgment of faculty members and programs, prize-winning accomplishments by students and the significant accomplishments of underprepared high school graduates who succeed academically because of the College's programs and support.

4. Findlay College "can continue to accomplish its purposes."

Chapter Eight reveals the positive fact of a private college remaining financially stable while it develops new programs, increases salaries, improves facilities and builds endowment. Good management and the essential vitality of the College's staff and program, then, suggest a positive future. And the very challenge of that future--which is recognized by the College--should prevent complacency and continue to stimulate an institutional vigor that will enable Findlay College to prosper in the next decade.

Exhibit 1

REVIEW OF GENERAL EDUCATION COMMITTEE, 1979-1980

To: General Education Committee

From: Richard Gebhardt, Chairperson

Re: Review of General Education Committee Activity, 1979-1980

Date: 27 October 1980

In 1979-1980, the General Education Committee met fourteen times; its accumlated reports to the Educational Policies Committee are about a half inch thick. This report, then, is not a comprehensive summary, but an attempt to bring new members up to date--and refresh the memories of the rest of us--about some of the recent work of the Committee.

What is "General Education"?

Time and again last year, the Committee discussed this question. And while it never seemed able to create a clear definition, a number of useful distinctions appeared that we might keep in mind this year.

1. "General Education" is not synomomous with "liberal education" or "the liberal arts." "Liberal education" refers, Richard Burke has written, to the goal of an educational process, "roughly, a person able to make independent decisions as an adult, and participate effectively in public decisions that affect him" ("Two Concepts of Liberal Education," Academe. Oct. 1980. p. 354.) "Liberal arts" courses--in the sense, for instance, that the NCA evaluation referred to them--come out of specific, traditional disciplines. As they are defined functionally at Findlay College, the "liberal arts" reside in four divisions (Fine Arts, Humanities, Social Science, and Natural Science) and in the discipline of economics. But these distinctions need to be qualified. Specialized "major" courses, for instance, can contribute to the ideal, "liberal education" of a student. Nor do all courses housed in the four "Liberal Arts Divisions" deserve to be called "liberal" courses. The NCA evaluation suggests that some of these courses should be disqualified as "liberal arts courses" because of their vocational orientation. And Faculty action when the current curriculum was adopted gave divisions the right to disqualify from the "Liberal Arts Distribution" courses that do not represent the modes of thought or the subject matter typical of their discipline.

2. "General Education" is a very broad term. At Findlay College, the current General Education Program includes these elements:

   - A broad distribution of 50 hours outside the major division.
   - A Liberal Arts distribution of 33 hours.
   - A Freshman Seminar requirement
   - A Competency requirement.
   - A Lifetime Activities requirement
     (See p.18 of the 1980-82 Catalog.)

The frequent tangles of terminology last year's Committee got into suggest to me that we might help ourselves a good bit this year if we would keep such distinctions in mind, and :

-Use "General Education" to refer to the broad assortment of courses required of all students in addition to the "Major" requirements they have.

-Use "Liberal Arts" to refer to courses that represent the thinking and subject matter typical of a discipline in one or the four "Liberal Arts Divisions," plus Economics.

-Use "Liberal Education to refer to courses and activities that foster independence, flexibility, inquiry, imagination, etc.

What Groundrules Did the Committee Establish to Help in Evaluation General Education?

1. The Committee decided to investigate the effectiveness of the general education program in light of the institutions official goals rather than to start to re-define the institution. (Meeting #2, 11 Sept. 1979)

2. More specifically, the Committee decided to focus on these institutional goals: Goal (The order here indicates priority placed by the committee.)

    1. Perceive worth as a unique individual.
    2. Develop curiosity, creativity, independence, desire to learn.
    3. Expand knowledge in many areas.
    7. Develop deeper appreciation of intellectual, cultural, esthetic values.
    5. Examine and clarify religious and ethical values.
    6. Develop clearer understanding and commitment to responsible citizenship.
    9. Understand more clearly the importanct of physical health.

    (Meeting #4, 25 Sept. 1979)

3. The Committee decided that, as it evaluated the general education program, it should emphasize indirect measures (curriculum, teaching approaches, etc.) rather than direct measures (psychological tests of students, etc.) (Meeting #5, 16 Oct. 1979)

4. The Committee decided to use the NCA evaluation of the college as a way to locate elements of the general education program in need of review. (Meeting #6, 23 Oct. 1979; reaffirmed Meeting 10, 24 January 1980)

    Subsequent discussion (Meeting #7, 6 Nov. 1979) resulted in the adoption of the overview of NCA criticisms of the general education program that is attached to the end of this memo.

What Did the Committee Do to Evaluate the General Education Program?

1. In view of NCA criticism of vocational courses in the Liberal Arts Distribution (criticism 2.2 on the attachment), the Committee asked the four liberal arts divisions to list the courses in their divisions they considered their strongest liberal arts courses, and to give brief statements of principles that guided the selection of the courses listed.

2. The Committee discussed the NCA criticism of general education in the evening program (criticism 4.1 on the attachment), in light of two studies (Sharon Bannister, 1978-1979) indicating the most courses taken by evening students are directly connected to Business majors. The Committee reached no agreement on the cause of the problem, but it agreed that there is a problem. (Meeting #8, 13 Nov. 1979)

The Committee met with Thom Lowther to discuss ways to increase the impact of general education courses in the liberal arts divisions on the evening program. The Committee issued five general recommendations--and one formal recommendation for action--to the Educational Policies Committee.
(Meeting #9, 11 Dec. 1979)
See the attached report on Meeting #9.

3. The Committee decided that a general cause of NCA criticism of the general education program was the fact that the graduation requirements section of the catalog scattered elements of the general education program through requirements 1, 2, 3, 4, and 6 (1979 Catalog). The Committee recommended to Dean McBride specific changes for the 1980-1982 Catalog--changes that would group together under a "General Education Program" heading all elements of the general education program. See p. 18.
(Meeting #11, 14 Feb. 1980)

4. The Committee began a research project aimed directly at the NCA criticisms that too little work is taken in the Liberal Arts (Criticism 2.2) and that too many of these courses have a vocational bent (criticism 2.1).
(Meeting #10, 24 January 1980, and Meeting #12, 6 March 1980).

Attached is a draft of a computer study of 1979-1980 registration patterns in the Liberal Arts divisions. Discussion of an earlier draft focused on the format of the report and on the tendency the report shows for students to enroll less often in courses designated as especially good liberal arts courses by the divisions than in other courses offered by the divisions.
(Meeting #14, 24 April 1980)

<u>What Committee Matters Are Underway or "Up In the Air" as 1980-1981 Begins?</u>

1. The attached draft of the computer study of student registration patterns in courses in the Liberal Arts divisions needs further consideration.

2. The Committee should consider how well the college's programs in religion and philosophy further the institutional goal to help students examine values in a Christian perspective. Last year, the Committee had thought to ask the Humanities Division and the Religion and Philosophy teachers to discuss this matter and give us a report.

3. The Committee could carry out a survey of advising practices to see whether they are influencing the pattern of registration in Liberal Arts courses. Last year, the Committee got as far as to draft a survey. We can pick it up and consider it further.

4. The Committee could pursue how its 1979 recommendations about general education courses in the evening program were implemented, and whether they should be recommended again for next year.

NCA CRITICISM OF THE GENERAL EDUCATION PROGRAM

The Number of Courses Required in Liberal Arts Disciplines

1.1 ". . . less than 25% of the students' work is done in liberal studies"(p. 17).

1.2 "The maximum number of hours in the major field [i.e., 48] should be adhered to and students should be advised and guided into taking more of their courses elsewhere in the college, thereby strengthening the numbers elsewhere and, at the same time, broadening and liberalizing" students" (p.20).

1.3 "This seemingly enormous amount of time that will be demanded [by the new field work requirements] of those preparing for education has to cut into the amount of time devoted to liberal arts studies" (p. 21).

The Kind of Courses Counting toward the Liberal Arts Distribution Requirement

2.1 [Less than 25% of students' work done in liberal studies] "and few restrictions are placed on what is to be taken. Thus it is presently possible to for a studen to complete his distrubitional requirements without any experience in Art, Literature, Foreigh Language, Mathematics, Biology, Chemistry, Physics, History, Sociology, Political Science, and Psychology" (p. 17).

2.2 "Far too many courses with vocational emphasis are included in the pool of courses [counting toward the Liberal Arts Distribution]. For example, a student could fulfill the requirement for the Humanities by taking a course in Spanish for Social Workers and a Technical Writing course. A careful look at the curriculum exposes such potential problems" (p. 17).

The Religion/Philosophy Requirement

3.1 "The institutional commitment to the 'examination of values in a Christian context,' and the fact of one-person Philosophy and Religion departments and only one required course selected from these disciplines suggest a fundamental conflict between the stated goals of Findlay and the realities of the curriculum" (pp. 25-26).

3.2 "The institution is drifting away from some of its avowed goals, specifically, to provide 'a liberal arts orientation emphasizing examination of values in a Christian contest" (p. 33).

General Education in the Evening Program

4.1 [Most evening enrollments are in business courses, a situation which] "obviously does not improve the academic balance between divisions. Occasional courses other than Business have been successful, Self-[illegible]ness for Women and Ceramics, for example, but for the most part [illegible]s to add liberal arts courses have failed for want of sufficient [illegible]ment" (p.30).

General Education Committee

Report on Meeting 9, 11 December 1979

A majority of the committee met, with Thom Lowther as a guest. The purpose of the meeting was to discuss ways to increase the impact of general education courses from the liberal arts divisions in the evening program. (The meeting had been arranged during an earlier discussion of the NCA's criticism of the fact that evening program enrollment is too heavily centered on business courses.)

The committee discussed a number of things which it would like to draw to the attention of the Educational Policies Committee and other interested bodies as the college begins to develop its course offerings for 1980-1980.

1. The Committee feels that a more systematic long-range schedule of courses be developed so that the liberal arts are represented in the evening program by a good assortment of attractive offerings.
2. Attention should be given to the way that courses are scheduled: to methods that allow for undue competition among liberal arts courses and excessive competion between business courses and liberal arts offerings; to procedures that allow evening scheduling of courses that probably will fill with day students; to tendencies of courses to clump on certain evenings.
3. Consideration should be given to developing an earlier class slot--late afternoon-until-early evening--to make it easier and more attractive to enroll for two and three courses at a time, and to spread out the competition among classes a bit.
4. The Committee suggests that the institution make a commitment to offering evening courses <u>for</u> the clientele of adults taking courses at night, as opposed to offering courses for a mixed group of adults and much younger day students.
5. The committee feels that a much more positive advising effort should be made to impress on evening students the importance of the liberal arts, and the need to mix liberal arts electives into their business courses. There was sentiment favoring a much more structured program in which evening students are simply given forms which call for certain sorts of electives at certain times.

In addition to these ideas which were reflected in discussion, the Committee would like to make a more formal recommendation:

As a way to increase the impact of the liberal arts on evening program students next year, the Committee recommends that the college invite each of the four liberal arts divisions to designate one especially effective liberal arts course for non-major students to be offered at night. To encourage the divisions to offer their best and to assist students in finding their way into these courses, the college should make the following commitments:

-These courses will have enrollment limited to adult students who are not taking regular day classes.
-They will be given priority in scheduling in order to reduce their competition with other liberal arts courses and with business courses.
-They will be well-advertised, promoted, and in general "sold" to evening students by the Community Education Office.

Richard Gebhardt
12 December 1979

Exhibit 2

REPRESENTATIVE PROFESSIONAL ACCOMPLISHMENTS

FULL-TIME TEACHING FACULTY, 1979-1983

Entries in this exhibit are made up of five sections:

-Name, years of service at Findlay College, rank, degrees.

-Professional memberships and offices held in organizations.

-Attendance and program participation at professional meetings. (Limit of eight items.)

-Publications, exhibits, concerts, etc. (Limit of eight items.)

-Current projects.

Entries are arranged alphabetically within academic divisions.

DIVISION OF BUSINESS AND ECONOMICS

GEORGE BARRETT 1978- Associate Professor of Business Administration

A.B., College of Wooster; M.B.A., University of Michigan; Advanced Management Program, Harvard University.

Sigma Pi Sigma.

Completed thirty years in business management.
Association for Business Simulation and Experiential Learning.
Case Writers of America.

FRANK BOWERS 1980- Associate Professor of Business Administration and Economics

B.B.A., Tulane University; M.A., University of Michigan; Ph.D., Wayne State University.

KENNETH J. BUCHENROTH 1970- Professor of Business Administration

B.S., M.B.A., Bowling Green State University

American Institute of CPA's, National Association of Accountants, Ohio Society of CPA's.

Ohio CPA Professional Programs.

Managing a part-time CPA practice.

THOMAS EALEY 1981- Instructor of Business and Accounting

B.L.S., M.A., Bowling Green State University.

Ohio Society of CPA's.

"The Tax Act of 1981," Contemporary Administrator, April, 1982.
"Successful Technical Seminars," Toastmasters, June, 1982.

Book contract with Prentice-Hall.

DONALD GEIGER 1982- Instructor of Business Administration

B.A., Ohio State University; M.B.A., Wright State University.

American Society for Training and Development.

Advertising Conference at University of Toledo, Spring, 1982.

SHIV K. GUPTA 1969- Associate Professor of Business and Economics

B.S., University of Punjab (India); M.B.A., University of Dayton.

American Marketing Association, Midwest Marketing Association, Midwest Business Administration Association, Ohio Economists and Political Science Association, Ohio Council on Economic Education Board of Trustees, National Productivity Council of India.

American Marketing Association, 1979.
Chairman, Consumer Behavior Section, Midwest Marketing Association, 1980.
SIFE-PANAM Visit, West Germany, 1980.
Chairman, International Business, Midwest Business Administration Association, 1981.
Discussant, Consumer Behavior Section, Midwest Marketing Association, 1982.
Paper on Consumer Behavior, Indian Institute of Management and Marketing, 1982.

The American Business Challenge, Findlay College, 1980.
Research: "Consumer Perceptions Towards Findlay Circuit Courts, Findlay", 1980.
The Business Challenge, Addison-Wesley Publishing Company, 1981.
Research: "Consumer Perceptions Towards YMCA, Findlay", 1981.

Consumer Behavior Research Project, London, 1981.
Quality of Life in Findlay, Research Project, 1982.
Fundamentals of Consumer Behaviior and Market Research, Book, 1982.

LINDA KNISS 1979- Assistant Professor of Business Education

B.S., M.A., Ball State University.

National Education Association, Ohio Education Association, Ohio Business Teacher's Association, Delta Pi Epsilon.

Business and Office Programming and Funding Committee, State Department of Education, 1980.
BOE Teacher/Educator Meetings, State Department of Education.
Summer Conference of Vocational Directors/BOE Supervisors/Teacher Educators, August, 1980.
OBTA COnference, Program Section Chairman, 1980.

Developed and administered Secretarial Skills and Decision-Making Workshop for CPS candidates, 1981-82.
Developed and administered Data Processing Para-Professional Program for CETA, 1981-82.
Developed and executed a three-hour seminar for secretarial staff of a local private industry, 1982.

Annual administration of CPS Examination for Professional Secretaries International.
Annual development and administration of Secretarial Skills Contests for area high school students.

KEW H. PARK 1975- Associate Professor of Business and Economics and Accounting

B.S., Eureka College; M.S., Illinois State University, Ph.D., Southern Illinois University at Carbondale, 1982.

American Institute of CPA's, Ohio Society of CPA's, Midwest Economic Association.

Individual Income Tax Workshop (CUE).
College Board OALS Workshop, Dayton.
Annual Meeting, Directors of Small Business Institute.
Midwest Economic Association Meeting.

Testifying before court as expert witness.
Served as consultant to bank and law firm.
Part-time CPA practice.
Chairperson, Division of Business and Economics.

CATHERINE WEIS 1982- Instructor of Economics

B.F.A., M.A., Bowling Green State University

Midwest Economics Association

Review of Principles of Macroeconomics, Academic Press.

Assist in preparation of testimony in civil court cases.

DIVISION OF EDUCATION

MARIAN BARTCH 1969- Associate Professor of Education

A.B., Findlay College; M.Ed., Bowling Green State University; Ph.D., University of Toledo.

National Council of Teachers of English, National Council of Teachers of Mathematics, International Reading Association.

International Reading Association, 1979.
National Council of Teachers of Mathematics, 1980 regional, 1982 national.
Ohio Association for Curriculum Development, 1981.
Scott-Foresman Individualized Mathematics Program, 1981.
Consultant for the Toledo Board of Education in developing a curriculum for diagnostic teaching of mathematics, 1979.
Talks to CCL groups and elementary school classes.

Co-author: Reading Rousers, Scott-Foresman Publishers; Stories to Draw, Upstart Publishers; Poor Old Ernie, Carlton Publishers.
Monthly columns for The Reading Clinic, Center for Applied Research in Education.
Book reviews for S.I.G.N.A.L., International Reading Association Journal.
Mathematics Activities Skills Kit (with J. Mallett), Center for Applied Research in Education.

Revision of A Birthday Surprise, a story for intermediate grades.
An activity skills kit for librarians (with J. Mallett).
M.O.R.E., motivational techniques for teachers (with J. Mallett).

JERRY MALLETT 1968- Professor of Education

B.S., Ohio University; M.Ed., Ed.D., University of Toledo.

National Council Teachers of English, International Reading Association, Phi Delta Kappa.

Reading and Language Arts Conference, Eastern Michigan University, March, 1980.
Michigan Reading Association Conference, March, 1980.
Southern Indiana Reading Conference, March, 1980.
Indiana State University Reading Conference, June, 1980.
8th Plains Regional IRA Conference, Bismarck, North Dakota, September, 1980.
Nebraska Reading Association Conference, October, 1980.
Ninth Quincy Reading Conference, Illinois, October, 1980.
York University Reading Conference, Toronto, Canada, February, 1981.

University of Minnesota Reading Conference, April, 1981.
South Dakota Reading Conference, April, 1981.
Ohio Reading Association Conference, October, 1981.

Big Book of Games, Puzzles, and Activities for Motivating Beginning Readers.
A Gala of Games, Resources and Activites for Reinforcing Writing Skills.
Library Skills Activities Kit.
Reading Rousers (with M. Bartch).
Reading Skills Activity Puzzles.
Stories to Draw (with M. Bartch).
Library Skills Activity Puzzles.
Poor Old Ernie (with M. Bartch).

Editor of a monthly reading journal for Prentice-Hall Publishing Company.
Working on five books in the areas of critical reading, children's literature, writing skills, math, and a novel for children.

JOHN WHEELER 1966- Associate Professor of Education

B.S., West Liberty State College; M.Ed., Specialist in Education, Bowling Green State University.

Ohio Education Association, National Education Association, Association of Teacher Educators, American Association of Colleges of Teacher Education.

Presentation OACTE/OATE Spring Conference, April, 1979.
ATE National Conferences, 1979, 1980, 1981.
AACTE National Conferences, 1979 and 1981.
National Foreign Policy Conference, Washington, June, 1979.
Ohio Private College Fall Curriculum Seminars, 1979, 1980, 1981.
ATE National Workshop, presentation, August, 1980.
Global Education Conference, Washington, November, 1981.
Chairman Evaluation Team, Wittenberg University, February, 1982.

Participation in publication of booklet on "Mainstreaming".

Work with State Department of Education in certification of Findlay College programs.
Grant Administrator of the Consortium.
Devising instrument for evaluating preparation of middle school administrators in Ohio.
Member of Planning Committee for 1983 National ATE Workshop.
Chairperson, Division of Education.

DIVISION OF FINE ARTS

CHARLES ACKERMAN 1960- Instructor of Speech and Theatre

A.A., Highland Community College; B.S., Southern Illinois University; M.A., Emporia State University.

American Theatre Association.

United States Institute of Theatre Technicians, three workshops, 1981.

BARRY ALEXANDER 1976- Associate Professor of Speech and Theatre

B.A., M.A., California State University.

Board Member Ohio Community Theatre Association, Ohio Theatre Alliance, American Theatre Association, Findlay Area Arts Council.
International Thespian Society Convention, Acting Workshop, 1980, 1982.
Ohio Community Theatre Annual State Festival; adjudicator, 1980; directing workshop, 1981; play selection workshop, 1982.
Speech Communication Association of Ohio, directing workshop, 1982.
Ohio Theatre Alliance Fall Convention, 1981.
American Theatre Association Winter Convention, 1980.

"The Broken Runner", one-act play, 1979.
"The Dream Reels On", one-act play, 1979.
"Feelings", one-act play, 1981.
Faculty Recital Performance, 1979 and 1981.
Dinner Theatre Production of "Sleuth", 1982.
Speech to Findlay Shakespeare Club, Lima Shakespeare Club, 1982.
Oral Interpretation Program, Cooper Tire and Rubber Meeting, 1982.

Director of L. Dale Dorney Artists Series
Preparing Oral Interpretation Programs for special events.
Examining possibilities of Dinner Theatre presentations.
Dinner Theatre Production of "Same Time Next Year", 1983.
Chairperson, Division of Fine Arts.

MICHEAL ANDERS 1981- Instructor of Music

B.S., M.M., Lamar University.

Texas Music Educators Association, Texas Classroom Teachers Association, Southern Baptist Church Music Conference, Texas State Teachers Association, Phi Kappa Phi.

TMEA Meetings.
Southern Baptist Church Music Conference, 1979.
Ohio Music Educators Association, assisted with Choral Reading Session, 1981.
Choral Workshop and Reading Sessions. Bowling Green, 1982.

Graduate Recital, Lamar University, 1979.
Faculty Recital, Findlay College, October, 1981, March and October, 1982.
Soloist, Community Chorus, 1981.
"Trial By Jury" role, June 1982.
Operatic and musical comedy roles, Texas, August, 1982.

Preparing Faculty Recital of Russian music.
Doing preliminary research for reference book on Italian opera composers.

JAMES GREENWOOD 1981- Assistant Professor of Speech

B.A., M.A., Northern Illinois University

American Forensic Association, Central States Speech Association, Speech Communication Association, Speech Communication Association of Pennsylvania, Speech Communication Association of Ohio, NDT District 7 Forensic Directors Steering Committee, 1979-1981.

Chaired program at Speech Communication Association of Pennsylvania Convention, 1979.
Attended Federal Communications Commission Seminar, 1979.
Participated in NDT District 7 Forensic Directors Steering Committee Meetings, 1980, 1981.
Attended Southwest Pennsylvania Higher Education Council Seminar, 1980.
Gave paper at Speech Communication Association of Pennsylvania Convention, 1980.
Attended National Conference on Academic Advising, 1981.
Attended National Convention of Speech Communication Association, 1982.

GREGG J. LUGINBUHL 1977- Assistant Professor of Art

B.A., Bluffton College; M.F.A., University of Montana.

Ohio Designer Craftsman, NCECA National Council on Education for the Ceramic Arts.

NCECA Conference, 1979, 1980.
Foundations in Art, Theory and Education, 1982.
Ohio Designer Craftsman, 1981.

Represented in juried art shows (four of them, major awards in three).
One and two-person shows (six from 1979 to present).
Represented in local craft fairs.
Visiting artist (three colleges).
Panel presentation at Goshen College, 1980.
London and Paris Tour with Illinois State University, Summer, 1980.
Annual visits to New York and Chicago with Findlay College faculty and students, 1979 to present.
Visiting artist at local Ohio high schools (thirty-five since 1979).
Mini-workshop in ceramics.

Lima Art Association Invitational Exhibit.

DOUGLAS S. SALVESON 1971- Associate Professor of Art

B.A., Moorhead State College; M.F.A., University of Cincinnati.

College Art Association, Ohio Association for Artistic Publications--State Representative, Findlay Area Arts Council--Board of Trustees, 1979-1980, Ohio Designer Craftsman.
College Art Association National Conference, 1979, 1980.
NEH/NUEA Workshop in Humanities Continuing Education, 1979.
Workshop for Performing Arts Administrators, 1979.
Association of College, University, and Community Arts Administrators Conference, 1979.
Management Skills and Techniques Workshop, 1980.
Ohio Designer Craftsmen Workshop, 1981.
Foundations in Art Theory and Education Conference, 1982.

Findlay College Exhibitions, 1979 to present.
Fort Wayne Museum of Art, 1979.
Two-person Exhibition, Defiance College, 1980.
22nd Midwestern Invitational, 1981.
Published: Picasso, Suite of Three Drypoints, one etching, and four linecuts, 1982.
National Painting Invitational, 1982.
Faculty-Student Exhibition, Lima, Ohio, 1982.

Solo Exhibition, Bluffton College.
Faculty Exhibition, Findlay College.

JACK TAYLOR 1980- Instructor of Music

B.S., West Chester State College of Music, M.M., Yale University School of Music.

American Federation of Musicians, Phi Mu Alpha Sinphonia, Kappa Delta Pi.

Mid-West Band and Orchestra Clinic, 1980-1982.
World Saxophone Congress, 1979.

Graduate Recital, Yale University, 1979.
Faculty Recital, Findlay College, 1980, 1982.
Bach's Lunch Jazz Concert, Findlay College, 1981.
Faculty Musical, Findlay College, 1982.
Findlay Civic Band Concert Soloist, 1981.
Arranged highlights from "The Wiz" for vocalist and orchestra, 1981.
Composed original extended piece for voice and piano, 1982.

Performing regularly on weekends in local dance and show bands.
Conducting and writing for Findlay Area Civic Jazz Ensemble.
Continuing research on the History of Jazz in America.

DIVISION OF HEALTH, PHYSICAL EDUCATION AND RECREATION

DORIS GLAZ 1980- Instructor of Health, Physical Education and Recreation

B.S., Pennsylvania State University; M.Ed., Bowling Green State University.

U.S. Volleyball Association.
NAIA District 22 Volleyball Chairman.

JAMES D. HOUDESHELL 1955- Professor of Health, Physical Education and Recreation

B.S., Findlay College; M.Ed., Bowling Green State University; P.E.D., Indiana University.

AAHPER, OAHPER, NAIA Basketball Coaches, NAIA Athletic Directors Association, NACDA, District Chairman NAIA #22, President NAIA Athletic Directors Association.

National Physical Education Meeting, Chicago.
NAIA National Meeting (Kansas City), annually.
Attended several basketball clinics and spoke at some.

Have worked on items for NAIA as member of various committees.
Helped organize a sports medicine clinic for area teachers and coaches.

Developing a recreation management major for Findlay College.
Chairperson, Division of Health, Physical Education and Recreation.

SHARON MILLIGAN 1967- Assistant Professor of Health, Physical Education and Recreation

B.A., Otterbein College; M.Ed., Ohio University.

AAHRERD, OAHDPERD.

OAHPERD State Convention, November 1981, Cincinnati.
OAHPERD Outdoor Education Leadership Conference, October, 1982, Mansfield.
Tennis Teaching Workshop, Oberlin College, June, 1982.
Conference for Adapted P.E. College and University Personnel, OSU, November, 1982.
Special Physical Education Orientation and Implementation, Defiance, Ohio, May, 1982.
Adapted Physical Education Conference, sponsored by Northwest Ohio Instructional Resource Center at BGSU, April, 1982.
Implementing Mainstreaming at Findlay Country Club, September, 1981.
National Convention AAPHERD, April, 1980, Detroit, Michigan.

Completed hiking Appalachian Trail in September, 1980, and continue to present slide program on this to area groups.
Completed cycling TransAmerica Bicycle Trail in August, 1982, and have three programs to present in November-December, 1982.

STEVEN MOHR 1977- Instructor of Health, Physical Education and Recreation

B.A., Dennison University; M.E., Bowling Green State University

AAHPER

Several clinics and conventions.

DEAN PEHS 1979- Instructor of Health, Physical Education and Recreation

B.S., Bowling Green State University

Member of NAIA Track Coaches Association.
District #22 Coach in charge of Meet Preparation.

NAIA National Convention, January, 1980, and February, 1981.
NAIA Track Coaches Annual Meeting, May, 1982, Charleston, W. Virginia.

Put on exhibit at Allegheny High School near Pittsburgh in Winter of 1981 for football recruitment.

RICHARD M. STRAHM 1975- Assistant Professor of Health, Physical Education and Recreation

B.Ed., M.Ed., University of Toledo.

National Association of Intercollegiate Athletics
AFCA--All-American Selection Committee

NCAA--meetings held in New Orleans, Miami, and St. Louis.
NAIA--meetings held in Kansas City.

MONDACE CAMPBELL 1972- Assistant Professor of Reading

B.A., Huntington College; M.Ed., University of Toledo

National Council Teachers of English.
International Reading Association.
Ohio Council IRA.
National Association for Remedial/Development Studies.
Assembly on Literature for Adolescents.

International Reading Association, Atlanta.
Ohio Council International Reading Association, Columbus.
NARDSPE Conventions, St. Louis, Dayton, and Cincinnati.

ROBERT J. EWALD 1972- Professor of English

B.S., Findlay College; M.A., Ph.D., Bowling Green State University

Publicity Chairman, Science Fiction Research Association (SFRA), 1981-82.
Membership Chairman, SFRA, 1982-83.
Midwest Modern Language Association.
College English Association of Ohio.

SFRA Annual Conference, University of Nevada-Reno, Lake Tahoe, Nevada, 1979.
SFRA Annual Conference, Wagner College, Staten Island, NY, 1980.
SFRA Annual Conference, Regis College, Denver, Colorado, 1981.
SFRA Annual Conference, University of Kansas, Lawrence, KS, 1982.

Book reviews (5) in Science Fiction Fantasy Book Review.

Two major articles, The Encyclopedia of Science Fiction, (Greenwood Press, 1982).
Paper to be delivered at The International Conference on the Fantastic in the Arts, March 24-27, 1983, on The Alternate Worlds of Clifford Simak (possible publication 1984).

RICHARD C. GEBHARDT 1969- Professor of English

B.A., Heidelberg College; M.A., Ph.D., Michigan State University

Conference on College Composition and Communication, Secretary, 1978- ; Executive Committee, 1976- ; Taskforce on the Preparation of Writing Teachers, 1978-80.
National Council of Teachers of English. Committee on Basic Skill Writing Programs, 1978-80. Board of Directors.
Ohio Council of Teachers of English, Editor, 1978-82; Executive Committee, 1978- .
ERIC Clearinghouse on Reading and Communication Skills, Selection Committee in Composition, 1980- .
Other memberships: Modern Language Association, College English Association, Hemingway Society, Phi Delta Kappa, National Association for Redemial/Developmental Studies in Postsecondary Education, Association of Writing Program Administrators, Writing Centers Association, Association of Departments of English, College English Association of Ohio.

Conference on College Composition and Communication--delivered papers at the 1979, 1980, 1981, and 1982 meetings.
National Council of Teachers of English--delivered papers at 1979, 1980, 1982 meetings.
Canadian Council of Teachers of English, Ottawa, May, 1979. Paper: "Broadening the Base of Collaborative Writing".
Wyoming Conference on Freshman and Sophomore English, Laramie, July, 1979. Paper: "Core of the Writing Program: Writing Process".
National Developmental Education Conference, New Orleans, April, 1980.
National Association for Remedial/Developmental Studies, Dayton, March, 1981.
Michigan Council of Teachers of English, May, 1981, Detroit. Keynote Address: "Writing and Reading: The Necessary Connection".
Writing Centers Association, Columbus, May, 1982. Keynote Address: "The Writing Center: Resources for the Future".

"Featuring Fictional Technique in the American Novel Course", Focus, 5 (Winter 1979).
"Hemingway's Complex Values", The Hemingway Review, 1 (Fall 1981).
"Strategies for Teaching Complex Literature to General Students", Illinois English Bulletin, 66 (Spring 1979).
Composition and Its Teaching: Articles from College Composition and Communication During the Editorship of Edward P. J. Corbett (Ohio Council of Teachers of English, 1979; Distributed by National Council of Teachers of English).
"Initial Plans and Spontaneous Composition: Toward a Comprehensive Theory of the Writing Process", College English, 44 (Oct. 1982).
"The Subject is Writing", Journal of Advanced Composition, 1 (Spring 1980).
"Training Basic Writing Teachers at a Liberal Arts College", Journal of Basic Writing, 3 (Spring/Summer 1981).
"Writing Articles about College Teaching", in PUBLISHING IN ENGLISH EDUCATION, ed. Stephen Judy (Boynton/Cook Publishers, 1982).

Developed Supporting Skills System--grant writing, first coordinator.
Editor of ENGLISH LANGUAGE ARTS BULLETIN, 1978-
Development of a writing text--Writing: Processes and Strategies--incorporating recent developments in composition research and theory.
Investigation of word processing as an extension of composition and the writing process.
Research and writing about the composing process.
Chairperson, Division of Humanities.
Assistant Academic Dean.

DOUGLAS HESSE 1980- Instructor of English

B.A., M.A., University of Iowa

National Council of Teachers of English (NCTE).
Conference on College Composition and Communication (CCCC).
Ohio Council of Teachers of English Language Arts (OCTELA).
National Association of Remedial/Developmental Secondary/Postsecondary Educators (NARDSPE).

OCTELA Meeting, Columbus, Spring 1982.
National Association of Academic Advisor's Meeting, Indianapolis, Fall 1981.
NARDSPE Annual Conference, Dayton, Spring 1981.
NCTE National Meeting, Cincinnati, Fall 1980.
CCC National Meeting, Washington, D.C., Spring 1980.

"Teaching Writing to Control Student Reading", WLA Newsletter, Spring 1981.
"The Making of Learning: Language Connections", English Language Arts Bulletin, Winter 1982.

RICARDO LUCIO, JR. 1980- Bilingual Instructor and Guidance Counselor

B.A., Findlay College
Ohio Association for Bilingual Multicultural Education.
Midwest Latino Council on Higher Education.
Ohio Modern Language Teachers Association.

Ohio Association for Bilingual Multicultural Education (OABME) Annual Conference, Cincinnati, OH, October, 1980.
Bilingual Education Conference, Eastern Michigan University, October, 1980.
Ohio Modern Language Teachers Association Annual Conference, Columbus, OH (OSU Campus), April, 1981.
Midwest Conference on Secondary Bilingual Education, Rosemont, IL, September, 1981.
Ohio Association for Bilingual Multicultural Education Annual Conference, Columbus, OH (OSU), October, 1981.
Ohio Modern Language Teachers Association, Annual Conference, Columbus, OH, April, 1982.
OABME Annual Conference, Dayton, OH, October, 1982.

Made first contact in establishing a direct transfer 1-plus-1 program with Lorain County Community College.
Made first contact with Owens Technical College to establish a direct transfer 2-plus-2 program.

KATHY BARGER-MERINO 1981- Instructor of Spanish

B.A., Findlay College

Ohio Association for Bilingual Multicultural Education, Academy for International Business.

OABME State Convention, October, 1981, and October, 1982.
Third National Symposium on Hispanic Business in the United States, November, 1981.
Attended meeting of Cincinnati Council on World Affairs Conference on careers in International Business, September, 1981.
Attended and presented paper at First Annual Conference on Foreign Language for International Trade, Eastern Michigan University, March, 1982.
Attended Second National Institute on Language Assessment in Chicago, June, 1982.

JEAN NYE 1959- Professor of Modern Languages

B.A., Geneva College; M. Litt., University of Pittsburg; Ph.D., University of Toledo

Ohio Association for Bilingual Multicultural Education (OABME), President 1979-80, 1980-81; Board Member 1979-present.
Ohio Teachers of English to Speakers of Other Languages (Ohio TESOL); Editor of Bilingual Page of Ohio TESOL Newsletter, 1981-
Member of Ohio Task Force on Bilingual Certification, Ohio Department of Education.
National Association of Bilingual Education.
Ohio Modern Language Teachers Association (OMLTA).
American Council of Teachers of Foreign Languages (ACTFL).
American Association of Teachers of Spanish and Portuguese (AATSP).
Central States Conference on the Teaching of Foreign Languages--member of Board.
Findlay College Representative to AACTE.
Association of Departments of Foreign Languages.
Pi Lambda Theta--National Honor Society for Women Educators.
Teachers of English to Speakers of Other Languages.

ESEA Title VII Directors' Fall Conference, Chicago, ILL, October 21-22, 1982.
Fall Conference, OABME/Ohio TESOL, Dayton, 1982.
Faculty Seminar on Brazil--Cincinnati Council on World Affairs, October 11-12, 1982.
Co-director of Ohio Migrant Education Workshop, Bowling Green State University, June 21-25, 1982.
U.S. Department of Education, July 12-20, 1980, Washington, D.C.
Speaker at meeting of Governor's Commission on Spanish-speaking Affairs in Columbus, Ohio, April, 1980.
An initiator of passage of Ohio Bill 823 mandating certification of bilingual teachers.
Speaker on bilingual education Summer Outreach Program, Catholic School Services, Lourdes College, Toledo, Ohio, July 7, 1982.
Ohio Modern Language Teachers Association--speaker at 1979, 1980, 1981, 1982 meetings.

Wrote the Findlay College Bilingual Multicultural Education Program--funded by ESEA Title VII in 1980.
Editor of OABME Newsletter, October, 1982.
Wrote Certification Program for the Findlay College Findlay Education Program--certification granted by Ohio Board of Education, November 8, 1982.
Tour Guide to Mexico--college-sponsored trip for college and community May, 1979.
Designed the Spanish/Business Major, October, 1979.
Three drawings of Findlay College for Public Information Department.
Spanish Workshop for Spanish High School teachers and students--every spring (last year--300+).
Founded the college's Spanish Newsletter, "La Aceitera".
Translation, English to Spanish, Guidebook to Mackinac Island.
Trip to Mexico for Findlay College and community, May, 1983.

Writing book entitled Activities for Teaching the Arts in a Bilingual Multicultural Classroom.
Compiling a book of readings entitled Spanish Influence in the United States.
Working on alternative funding sources for bilingual education and multicultural studies.
Revising the Spanish/Business Major.
Director, Bilingual Multicultural Program.

RICHARD A. SMITH 1979- Associate Professor of Philosophy

B.A., Ohio State University; M.A., University of Toledo; Ph.D., Purdue University

Society for Phenomenology and Existential Philosophy.
American Philosophical Association.
International Society for Phenomenology and the Human Sciences.
American Association of Philosophy Teachers.
Associate Member of the Hastings Center: An Institute of Society, Ethics, and the Life Sciences.

Society for Phenomenology and Existential Philosophy, October 29-31, 1981.
Ohio Philosophical Association, April 3, 1982.
Social Justice Conference in Applied Philosophy, May 7-8, 1982.
Third National Workshop Conference on Teaching Philosophy, August 12-15, 1980.
Reason and Decision Conference in Applied Philosophy, May 1-2, 1981.
Conference on Business and Professional Ethics, May 15-16, 1981.
New Approaches to Academic Design and Instruction, Academy for Professional Development, March 9-11, 1980.
Western Division of the American Philosophical Association, April 29-May 1, 1982.

Nine articles reviewing pertinent literature on works by Edmund Husserl, C. S. Pierce, C. S. Lewis, John Dewey, Leo Tolstoy, R. G. Collingwood, and Soren Kierkegaard, appearing in World Philosophy: Essay - Reviews of 225 Major Works (Salem Press, 1982).
"Notes on Writing in Philosophy Classes", MLA Newsletter, Fall, 1979.

Director of Honors Program.

BETTY RHINER SUNDAY 1981- Assistant Professor of Bilingual Education

B.A., Lake Forest College; M.A., University of Northern Iowa; Ph.D., University of Illinois

National Association of Bilingual Education.
Teacher of English to Speakers of Other Languages.
Ohio Association for Bilingual Multicultural Education.
Modern Language Association.

Attended TESOL National at Detroit--presented dissertation in Grad. Student symposium, Spring, 1981.
Attended OABME, Columbus, OH, Fall, 1981.
Attended OABME, Dayton--presented a paper on Cohesion in English of Secondary Bilingual Students, Fall, 1982.

WILLIAM D. WAGNER 1966- Professor of English

B.S., Wisconsin State College; M.A., Ph.D., Bowling Green State University

National Council of Teachers of English
College English Association of Ohio
AAUP

College English Association of Ohio Meeting, 1983.

RAEBURN WALLEN 1959- Associate Professor of Religion

A.B., Findlay College; M.Div., Winebrenner Theological Seminary; M.R.E., Oberlin College; M.A., Case Western Reserve University

American Schools of Oriental Research
Society for the Scientific Study of Religion
American Academy of Religion
Religious Education Association
National Association for Foreign Student Affairs (NAFSA)
Ohio International Education Association

International Convention of the Religious Education Association of the United States and Canada; Annual Meeting of the National Council on Religion and Public Education; Meeting of the Association of Professors and Researchers in Religious Education--joint meetings in St. Louis, Missouri.
Society for the Scientific Study of Religion, Baltimore, Maryland.
National Council for the Social Studies Regional Conference, Cincinnati, Ohio
American Academy of Religion, New York.
American Schools of Oriental Research Meeting, Israel.

Numerous articles, in pamphlets and curriculum guides, for the Churches of God, General Conference.
Numerous slide presentations.

Writing text for Religious Cults of the Twentieth Century, and Introduction to Religion text for my classes.
Adjunct Professor for Defiance College, and am writing their curriculum for their A.A. degree (curriculum is in WORLD RELIGIONS).

DIVISION OF NATURAL SCIENCE

ANNE ALBERT 1979- Assistant Professor of Mathematics

B.S., Bucknell University; M.S. University of Illinois

Mathematical Association of America (MAA), Findlay College representative.
National Collegiate Honors Council (NCHC)

MAA Spring Meeting of Ohio Section, 1982.
MAA National Meeting, 1982.
Miami University meeting on teaching of mathematics, 1981.
MAA short course on Numerical Linear Algebra, 1981.
MAA Fall Meeting of Ohio Section, 1980.
MAA short course on History of Mathematics, 1980.
NCHC National Meeting, 1979.
NCHC National Meeting, 1981.

LUKE BARTOLOMEO 1976- Associate Professor of Chemistry

B.S., Findlay College; M.A., Ph.D., Bowling Green State University

American Chemical Society
Sigma Xi
American Society of Allied Health Professions (ASAHP)
Ohio Society of Allied Health Professions (OSAHP), Vice-President, 1980; President, 1981; Immediate Past President, 1982.
American Cancer Society, Public Education Chairman, 1979; President, 1980; Immediate Past President, 1981.
Ohio Board of Regents for Health Affairs, Advisory Board.

ASAHP Meeting in Colorado Spring, 1979.
ASAHP Meeting in Memphis, 1980.
OSAHP Meeting in Columbus, 1980.
Assumed President of Society, 1980.
Life Science Symposium in New York, 1981.
OSAHP in Columbus. Conducted the meeting as President, 1981.

Very active in ASAHP and the Advisory Board of the Ohio Board of Regents.
Developing the Cancer Research Lab and gathering data for possible paper.
Chairperson, Division of Natural Science.

CLARK BRADLEY 1978- Director of Riding Instruction and Summer Programs

National Reining Horse Association--Past President, Executive Board, Board of Directors since formation in 1967.
Ohio Quarter Horse Association--Vice President two years, Youth Director two years, Executive Committee
Congress Steering Committee, Director 10 years.
American Paint Horse Association.
American Quarter Horse Association.

Participates at quarter horse shows all over the country.
Attended the American Quarter Horse Association Judges Seminar in Jackson, Mississippi, 1981.

Clinic for Ohio Junior Quarter Horse Association, Columbus, OH, 1981, 1982.
Clinic for Private Stable in Charleston, W. VA, 1982.
Lecturer for Ohio State University Short Course, Nov. 1-2, 1982.
Magazine article in Performance Horseman.
Clinic for Nebraska Junior Quarter Horse Association, Grand Island, NB, 1982.

Train 25 to 30 horses for the public.
Conduct summer horsemanship school for Findlay College.
Judge horse shows for the National Paint Horse Association, American Quarter Horse Association, and National Reining Horse Association.

ROBERT W. BRENMAN 1982- Assistant Professor of Animal Science

B.S., M.S., Iowa State University

American Society of Animal Science, 1978-present.
Gamma Sigma Delta Honorary Society.

Annual Meeting Midwestern Section A.S.A.S., Lincoln, NB, June, 1980.

"Progress Report: Effects of Varying Ratios of Corn Silage and Corn Grain upon Feedlot Performance of Steer Calves," Cattle Feeders Day Report, as leaflet R 302, 1979.
"Progress Report: Effect of Varying Ratios of Corn Silage and Corn Grain Upon Feedlot Performance of Steer Calves", Cattle Feeders Day Report, as leaflet R 312, 1980.
"Effects of Various Ratios of Corn Silage and Corn Grain upon Performance of Yearling Steers: I, Feedlot Performance", Journal of Animal Science, in press.
"Effects of Various Ratios of Corn Silage and Corn Grain upon Performance of Yearling Steers: II, Carcass Characteristics", Journal of Animal Science, in press.

Establishment of a Pre-Vet Library of college catalogs, and specific admissions requirements for students eligible to apply to those schools.
Continued development of Pre-Vet Program.
Development of animal nutrition and reproduction courses for Equestrian students.
Continued research into computer applications in agricultural research and production.

W. TODD CRAWFORD 1980- Riding Instructor

B.S., Findlay College

American Quarter Horse Association
Ohio Quarter Horse Association
Pennsylvania Quarter Horse Association
National Reining Horse Association
Tri-State Reining Horse Association

MARY JO GEISE 1982- Instructor of Math and Computer Science

B.S., Slippery Rock State College; M.A.T., Bowling Green State University

National Council of Teachers of Mathematics
Ohio Council of Teachers of Mathematics
Greater Toledo Council of Teachers of Mathematics
Association for Computing Machinery

Seminar attendance (A.C.M.) "Planning for Data Base", University of Toledo, September, 1982.
Conducted the Math portion of Basic Intervention Skills for Vocational Teachers in March, 1981, at Penta County Joint Vocational School. This program was a funded project through Columbus to assist vocational teachers in teaching basic skills.

R. MARC GELLART 1982- Instructor of Equestrian Studies

B.S., M.Agr., Texas A & M University

National Horse Judging Coaches Associations

NHJCA Meeting, Columbus, OH, October 17, 1982.
Attended 1979, 1980, and 1981 Texas A & M University Animal Agriculture Conference, Horse Show and course.

Horse Judging Team.
Parents Weekend--Centennial Celebration for Natural Science Department.
Recruiting new freshmen for Equestrian Studies Program.

ELLEN GREEN 1980- Barn Manager

Member American Quarter Horse Association, 1980-82.

Exhibited at Quarter Horse Congress, 1980 and 1981.

JOHN M. JOSEPH 1954- Associate Professor of Biology

B.S., Allegheny College; M.A., Bowling Green State University

Experimental Horticulture Society Meeting in Flint, Michigan.

Experiments in Human Physiology
Developing publications: A guide to Practical Heredity, and an article on organic gardening.

SAMUEL LITTLEPAGE 1979- Assistant Professor of Physics

B.S., Military College of South Carolina (The Citadel); M.S., Ball State University

Ohio Section of the American Physical Society, 1979-present.
Great Lakes Planetarium Association, 1979-present.
Midwest Astronomers Association, 1980-present.

Ohio Section of the American Physical Society Symposiums, 1980, 1981, 1982.
GLPA Meetings, 1980, 1981.
Midwest Astronomers Meeting, 1981, 1982.

"The First Discourse on Agathology", republished.

Working on a novel-length play (of the style of Thomas' Under Milkwood) involving the use of poetry, music, theology, philosophy, and scientific speculation.

DWIGHT L. MOODY 1974- Associate Professor of Natural Science

B.S., M.S., Chadron State College; Ed.D., University of Toledo

Charter member of the American Ecological Association.
National Middle School Association.
Ohio Middle School Association.
National Science Teachers Association.
National Association of Interpretive Naturalists.
National Association of Biology Teachers.

National Middle School Association National Conference, 1980, 1981. Presented a program session in 1981.
Ohio Middle School Conferences: 1979, 1980, 1981, 1982. Presented program sessions in 1980, 1982.
Association of Interpretive Naturalists National Conference, 1980.
Participated in State and Regional Association of Biology Teachers National Conference, 1982.
Conducted State and National Workshops on "Individualization", "The Magic of Science", and "The Classroom is Outdoors--Get Into It!".

Completed doctoral dissertation.
Co-published the Journal Activities and Ideas for the Middle Grades.
"How Young is Too Young to Learn About Nature?, Journal of Interpretation, September, 1981.
"Ant Trails", The American Biology Teacher, November, 1981.

Working on an activity book for Elementary Science.
Working on a multi-media production about some of the country's most incredible insects.
Planning stage of a research project utilizing Odonata as biological controls in the Findlay area.

ALAN BRENT PHILLIPS 1982- Instructor of Computer Science

B.S., M.S., Ohio University

Northwest Ohio ACM
National ACM

Plan to assist Mr. Littlepage in investigating some appropriate hardware/software packages for physics applications.

JANET BLAIR ROLL 1981- Assistant Professor of Mathematics and Computer Science

B.A., Otterbein College; M.A., M.S., Ph.D., Bowling Green State University

Mathematical Association of America, National and Ohio Section.
Committee for Teacher Training and Certification for Ohio Section.

MAA Ohio Section Fall Meeting, Lorain County Community College, October, 1981.
MAA National Meeting, Cincinnati, January, 1982.
Northwest Ohio ACM Meetings, October, 1981, April, 1982, and October, 1982.
Professional Development Seminar sponsored by Northwest Ohio ACM, September 1982.

Problem Solving Seminar at Findlay College: three speakers from industry gave a seminar for faculty and students of Findlay College, Ohio Northern University, Bluffton College, Heidelberg College, and Defiance College.
Member of Committee which organized the Professional Development Seminar sponsored by Northwest Ohio ACM on 10/25/82.
Completed 42 hours of computer science courses at Bowling Green State University.

MARTH SIMPSON 1981- Assistant Professor of Math

B.S., M.S., University of Southern Mississippi

National Council Teachers of Mathematics (NCTM)
Mathematics Association of America (MAA)

CINDY STIMSON 1977- Assistant Training Instructor

Meredith Manor School of Horsemanship

American Quarter Horse Association.
National Reining Horse Association.

Ohio Quarter Horse Association
Ohio Reining Horse Association

Exhibited at Quarter Horse Congress.

DIVISION OF SOCIAL SCIENCE

DAVID L. ALLEN 1970- Professor of Sociology

B.A., College of Wooster; M.A., Ph.D., Case Western Reserve University

American Sociological Association
North Central Sociological Association

North Central Sociological Association Annual Meeting (co-facilitated workshop on "Sociology of Antique Collecting").
American College Personnel Association--two annual meetings.
Workshop on "Course and Curriculum Planning in Sociology" (sponsored by American Sociological Association).
Cincinnati Council on World Affairs--two annual meetings; one focused meeting on Islam and the Mid-East.
Administrative Development Fellowship Program for Chairpersons in Northwest Ohio College and Universities.
Conference on Individualized Instruction.
National Association of Student Personnel Administrators--one annual meeting.

"Prejudice and Stereotyping", lecture in the Centennial Lecture Series.

Innovations and curriculum development in the teaching of sociology.
Research on the "sociology of the flea market and antique collecting".

Chairperson, Division of Social Science.

MARY LOU BALASSONE 1982- Instructor of Social Work

B.S., M.S.W., M.P.A., Syracuse University

National Association of Social Workers, 1979-present. Representative in 1979 and 1980 to the New York State Chapter Board of Directors.

Sixth National Association of Social Workers Professional Symposium, San Antonio, Texas, Nov., 1979.
Presented paper: "Infusion of Feminist Values in a Male-Dominated Medical Setting".
Social Work Practice in a Sexist Society: NASW Conference, Washington, D.C., Sept., 1980.
Presented paper: "Modifying Sexist Encounters Between Male Physicians and Female Patients".
Women and Relationships Conference, New Palte, NY, April, 1981. Ran workshop on "Human Service Advocary for Women".

Infusing a Male-Dominated Medical Setting with Feminist Values: Intervention by a Social Work Team. Manpower monograph 15, Syracuse University Press, 1981.

SHARON BANNISTER 1967- Associate Professor of History

B.A., State University of New York at Albany; M.A., Pennsylvania State University

Ohio Academy of History: Nominating Committee, 1980; Teaching Award Committee, 1981; and Executive Committee, 1981-

Cincinnati Council on World Affairs (CCWA); Faculty Liaison, 1979-1981.
CCWA Faculty Training Fall Conferences, 1978, 1979, 1980, 1982.
CCWA Annual Spring Conferences, 1979, 1980, 1981.
CCWA Annual Faculty Update Conferences, 1979, 1982.
Ohio Academy of History (OAH) Annual Conferences: Panel Moderator, Columbus, April, 1982; Wittenberg University, April, 1980; Cincinnati, October, 1981; Columbus, April, 1982.
Ohio Program in the Humanities (OPH); Findlay College: Major Speaker (Findlay College, April, 1979; Kiwanis, April, 1979; Colonial Dames, June, 1979). Major Speaker (Findlay College, February, 1982; Kiwanis, May, 1982).
Major Speaker: Great Decisions Series, Findlay College (March, 1980, February, 1981)
NCA Faculty Delegate: Chicago, March-April, 1981.

National Endowment for the Humanities (NEH) grant received as team member in workshop on "Humanities and Continuing Education": San Antonio, TX, May, 1979.
Faculty Development grant received from Findlay College: Study in Europe and England, July-August, 1979 and 1980.

Teaching World History Through the Novel (J. Weston Walch, Portland, Maine, 1980).
Developer, coordinator, major speaker: Findlay College Faculty Symposium, November, 1980; February, 1981.
Project Director of grant for OPH Centennial Lectures Program: "The World of the 1880s".
Unpublished speeches: "Columbus and the New World", April, 1979; "History of Education", February, 1981; "Ohio in the 1880s", February, 1982.

Dissertation: "A Genuine Reflection: Women's Images of Men in the 19th Century British Novel" (Michigan State University)

JACK GRIFFITH 1980- Assistant Professor of Social Work

B.A., Bluffton College; M.S.W., Marywood College

Council on Social Work Education
National Association of Social Workers
Hancock Coordinating Council--Executive Committee, 1981-82
Ohio College Association

Ohio College Association Meetings: October, 1980; April, 1981; October, 1981; April, 1982.
Ohio Welfare Conference, November, 1980.
Wheelock College Center for Parenting Studies, July, 1982.

Through the Mayor's commission on Crime and Vandalism, research completed and operation of Helping Hand.
Completion of Community Resource Directory through Hancock County Coordinating Council.

G. RICHARD KERN 1960-61; 1970- Professor of History

A.B., Findlay College; M.Div., Winebrenner Graduate School of Divinity; M.A., Ph.D., University of Chicago

American Academy of Religion
Organization of American Historians
American Historical Association
Society for History Education
American Society of Church History
Pennsylvania Historical Society
American Catholic Historical Association

American Academy of Religion (1)
American Historical Association (1)
Ohio Program in the Humanities. Speaker, Statewide Conference, May, 1979.
Helped organize, and delivered lecture, "Andrew Jackson and the Common Man", at America--Fact and Fiction, sponsored by Findlay College and the Ohio Program in the Humanities, Spring, 1979.
Reviewer for projects for National Endowment in the Humanities.

Article, "Churches of God, General Conference", Brethren Encyclopedia, 1980.
Article, "Churches of God, General COnference", Example to the Nations: 300 Years of the Holy Experiment, (Tri-Centennial Pennsylvania Religious History), 1982.

Writing History of Findlay College: Findlay College: The First Hundred Years.

RAYMOND MC CANDLESS 1980- Assistant Professor of Political Science

B.A., St. Joseph's University, M.A., Ph.D., Lehigh University

American Political Science Association (APSA)
Ohio Association of Economists and Political Scientists (OAEPS)

Annual Faculty Symposium of the Cincinnati Council of World Affairs and Annual Meetings, 1980-1982.
Annual Meeting of The Center for the Study of the Presidency, 1980.
Conference On Reaganomics, Cleveland State University, 1981.
Presented paper, "Trends and Values Observed in International Relations Texts", 1930-1978, Conference on the teaching of Political Science, University of Nebraska, Omaha, 1982.
Presented paper, "The Marathon Merger - Annual Meeting OAEPS, 1982.

Completed doctoral dissertation, May, 1982.
Article in APSA News for Political Science Teachers, Winter issue, 1983, "Developing Workshops for High Schools on Third World Politics".
Received grant from the Institute on World Order for the development of a course on World Order, Fall, 1982.
Reviewed International Relations textbook for Addison-Wesley Publishing Company.

Applied for Fulbright Scholarship.
Preparing article on the treatment of international organizations in international relations texts, 1930-1978.
Preparing article on applying the reflective judgment model to an American Politics course.

EDWIN S. STEFAN 1969- Professor of Psychology

B.A., Carroll College; M.Div., Garrett Seminary (Northwestern University); S.T.M., Boston University; Rel.D., The Claremont Colleges (Calif.)

American Association of Pastoral Counselors
American Psychological Association
Spiritual Frontiers Fellowship
Association for Research and Enlightenment
Wisconsin Conference--United Methodist Church

Holistic Health Workshop
American Association for Pastoral Counselors--Midwest Region
Workshop--Altered States of Consciousness, Virginia
Visit to biofeedback center--Menninger Clinic, Kansas
Workshop--Art, Healing, and the Brain, Michigan
Workshop--Parapsychology, Ohio
Workshop--Couple Communication, Ohio
Workshop--Personal Dynamics, Ohio

A Walk Through the Valley (contributing editor of book--self-published)
Directed a Dream Workshop--Virginia Beach, VA
Lecturer/Director of workshop on Aging (presented to professionals in allied medical health areas, Blanchard Valley Hospital Home Health Care).
Out of Galilee, this Christmas-Epiphany hymn composed by me was presented to the congregation of St. Andrews United Methodist Church and sung by their choir.
Developed new CUE brochure (Community Urban Experience).

Lecturer to various community groups.
Preacher and group leader to various churches and youth groups.
Consultant to Art Council of Findlay for all city programs on left brain/right brain integration.
Developing new major--Art Therapy.

Children's book being done bilingually with Kathy Merino.
Composed and copyrighted over 35 songs.
Article in progress--Holistic Health.
Article in progress--The Holy Spirit in Health and Counseling.
Consultant in Hospice Committee--a new project for Findlay
Director, Personal Counseling Services.

Exhibit 3

STUDENT ORGANIZATIONS, 1982-1983

Service, Co-curricular, and Honor Organizations

Alpha Psi Omega (theatre)
Aristos Eklektos (local student honorary society)
Black Student Union
Circle K (service organization)
Findlay College Band (Wind Ensemble/Jazz Ensemble)
Campus Programming Board
Commuter Club
Hellenic Union
Intervarsity Christian Fellowship
International Club
Marketing Club
Men's Organizational Board
Men's Programming Council
Political Science Club
Spanish Club
Student Government Association
Women's Executive Board
Wilderness Club

Media

Argus (yearbook)
Obelisk (newspaper
WLFC (Fm radio station

Greek Organizations

Alpha Sigma Phi (fraternity)
Delta Zeta (sorority)
Sigma Delta (sorority)
Sigma Kappa (sorority)
Sigma Pi (fraternity)
Tau Kappa Epsilon (fraternity)
Theta Chi (fraternity)
Interfraternity Council (fraternity)
Panhellenic Council (sorority)

Exhibit 4

TENURE CRITERIA CONTRACT

School Year _____ Faculty Member _____

TENURE CRITERIA CONTRACT

Criteria measurable by contractual percentage.

1. Effectiveness in teaching and guidance-counseling.
   Effectiveness in teaching will be based upon classroom visitations, evaluations of instructor's teaching materials and procedures, the instructor's self-appraisal of teaching, and student evaluations. The faculty member is expected to be effective in guidance-counseling activities.

   Minimum weight 50% Maximum weight 65% Selection ____

2. Professional growth and achievement as evidenced through research, publication, artistic accomplishment, membership, and participation in professional organizations. (Participation in professional organizations should be more than mere membership.) The Office of Instruction will require a listing of these items by the faculty member.

   Minimum weight 10% Maximum weight 20% Selection _____

3. Faculty service, work with student groups, involvement in college activities, and service to the community.
   The Office of Instruction will require a listing by the faculty of:
   a. Committee work and hours per term involved.
   b. Advisorships of student groups and hours per term involved.
   c. Involvement in college activities not covered above. This should not be construed as attendance at various events, nor should they be listed.
   d. Service to the community when it is in the area of professional teaching expertise, not voluntary effort as a public-minded citizen.

   Minimum weight 10% Maximum weight 20% Selection ____

4. Curriculum planning, management of special projects, and part-time administration.
   This should include hours involved and an explanatory sentence of how it applies. It should not include repetition of efforts listed elsewhere.

   Minimum weight 10% Maximum weight 20% Selection ____

   Total (Must be 100%) ____

Conference with the Dean _____ _____
Date Faculty Signature Date

_____
Dean of the College Date

May, 1974

Exhibit 5

ADMINISTRATIVE ORGANIZATIONAL STRUCTURE

FINDLAY COLLEGE ADMINISTRATIVE

Organizational Structure

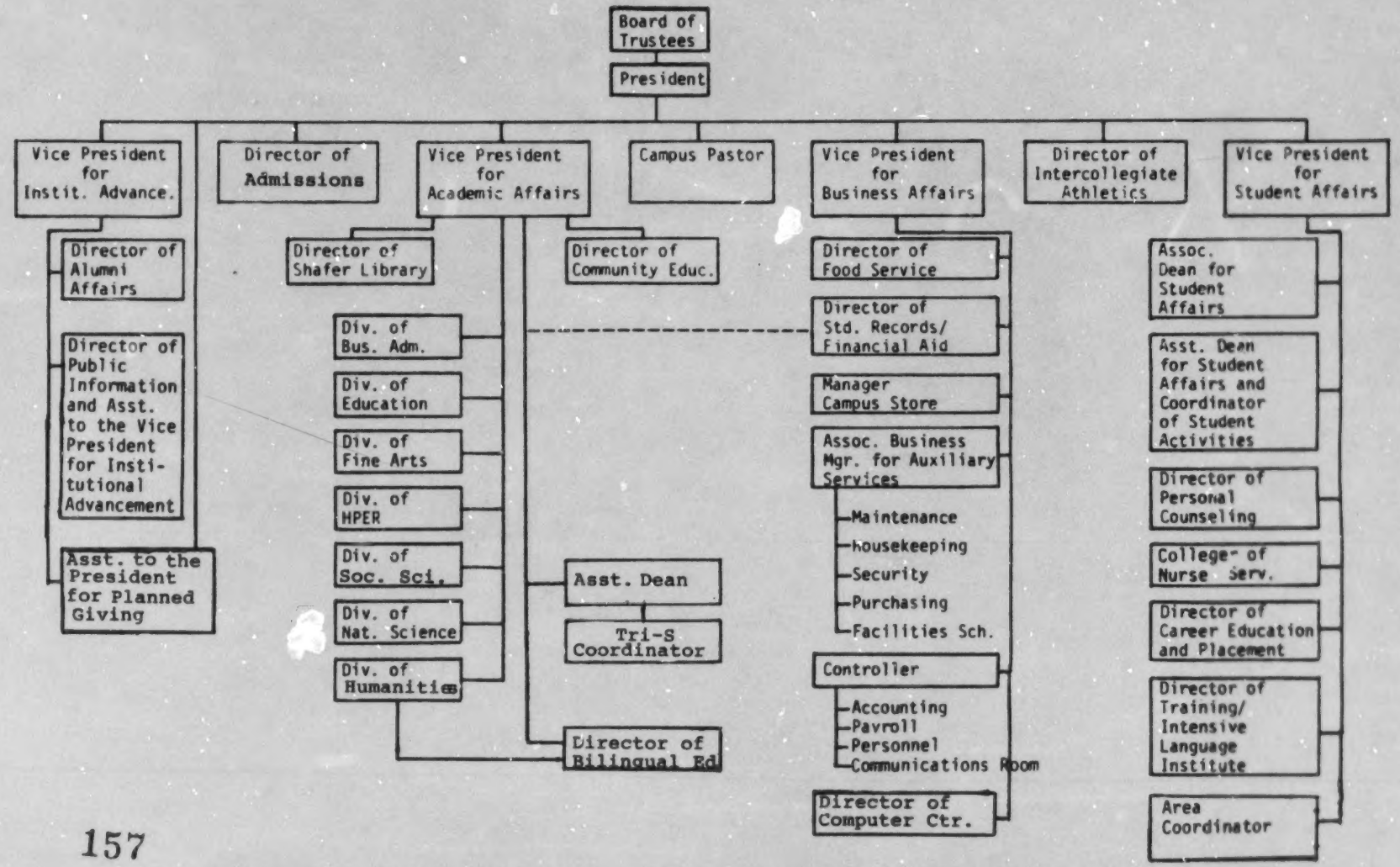

Exhibit 6

QUESTIONS FROM FACULTY SURVEY TO EVALUATE DYNAMICS OF DECISION MAKING AT FINDLAY COLLEGE

I. What is your perception of the role of _____ in the Decision Making Process at Findlay College.

II. Discuss the types of Decisions made at your level.

a. What kinds of decisions are ultimately/completely resolved at your organizational level?

b. Which decisions made at your organizational level require further approval?

c. How do you decide which decisions fall under A or B?

III. Evaluate the strengths and weaknesses of your role in the decision making process at Findlay College.

a. Strengths

b. Weaknesses

IV. With regard to Question III --

a. Suggest ways to capitalize on strengths.

b. Suggest ways to remedy weaknesses.

Exhibit 7

PROCEDURES FOR TERMINATING MAJORS

Procedures for the Termination of Majors

Faculty Affairs Committee

(1) The Faculty Affairs Committee (FAC) endorses Article VI, Section 2 of the Findlay College Faculty Manual:

> "The Faculty shall have the right and duty to participate in the establishment of the educational policies and programs of the College relating to academic matters and student affairs and to recommend to the President for approval all matters in these areas before any policy or program is established, altered, or abandoned." (Emphasis added)

(a) The "Faculty" is interpreted as meaning all persons who have voting privileges in faculty meetings.

(b) The appropriate forum for discussion and voting upon the termination of majors is ultimately a regular meeting of the Faculty.

(c) An exception to this procedure will be those programs and majors that are clearly uneconomical and which have small impact upon faculty and students. The termination of these majors or programs may be recommended by the Division involved without the otherwise necessary procedure outlined in this document. In such cases, formal action shall be carried as far as Educational Policies.

(2) Any recommendations for the termination of a major must first be presented to and discussed at the Division affected. The Division will assess if alternative solutions to the problem are appropriate.

(3) If the Division affected is unable to reach a solution, the FAC recommends that a special ad hoc committee then be formed to pursue the matter further. The ad hoc committee shall consist of two representatives from FAC, two Division Chairpersons or their representatives, and a fifth faculty member selected by the ad hoc committee itself. The ad hoc committee shall not include any person from the Division affected. The recommendations of the ad hoc committee shall be forwarded to the President as information and to the Vice President for Academic Affairs for action by the Educational Policies Committee.

(a) FAC members of the ad hoc committee shall insure that the welfare of all tenured and non-tenured faculty have been taken into account.

(b) The ad hoc committee will prepare a statement assessing the impact of the proposed termination upon the curriculum of the College.

(c) Educational Policies, and ultimately the Faculty, shall vote on the proposed termination as they do on all curricular matters.

(4) In all cases where the termination of a major involves tenured faculty members:

(a) All feasible alternatives to termination of appointments must be pursued.

(b) The institution must make every effort to re-train faculty members or place them in other positions.

(c) Tenured faculty members will be given a minimum of 24 months notice and may be required to perform services for Findlay College as outlined by the President of the College and approved by the Faculty Affairs Committee.

(5) The Planning Committee is not a decision-making body whose deliberations are binding upon the Faculty. Their purpose as stated in the Faculty Manual is "to continuously assess the needs of the College and examine possible solutions to determine which best fits the overall plan and mission of the College and make appropriate recommendations."

(a) The Planning Committee shall serve the special function of providing both long and short-range information about the implications of such terminations as they impact upon the College's mission.

(b) The Planning Committee, working independently of the ad hoc committee, shall serve in an advisory capacity, providing information to both the ad hoc committee and to Educational Policies as needed.

(6) FAC recognizes that the "timing" of the announcement of the termination of a major ought to be given careful consideration. This is true particularly in regard to how such announcements may affect fund-raising, alumni relations, student recruitment, community relations, and the like. The ad hoc committee, the Planning Committee, and Educational Policies shall consult the appropriate administrative offices for their suggestions in this regard.

(7) FAC proposes that information about the possible termination of a major not be released prematurely, and particularly not before the Division involved has had the opportunity to deal with the matter. The efforts of the ad hoc committee, Planning Committee, and Educational Policies shall be to determine the advisability of such termination. FAC recognizes that such discretion may be difficult to achieve, but should be sought.

(8) FAC proposes that, whenever possible, carefully prepared "phase-out" procedures be established before any major is terminated. The goal here is to allow current students to complete the major with a minimum of difficulty and disruption.

11/17/81

Exhibit 8

COMPARISON OF FACULTY COMPENSATION WITH THAT OF SELECTED COLLEGES

AVERAGE COMPENSATION AS A % OF AVERAGE COMPENSATION AT FINDLAY COLLEGE

Institutions Ranked by 1977-78 Full Time Undergraduate Enrollment	Professor				Associate Professor				Assistant Professor			
	1970	1974	1978	1982	1970	1974	1978	1982	1970	1974	1978	1982
Edgecliffe	76	74	86	-	80	74	-	-	80	82	81	-
Bluffton		85	82	80		89	84	78		90	83	81
Ohio Dominican		84	89	81		87	95	86		94	92	85
Defiance	92		94	81	92		95	86	99		97	91
Findlay	100	100	100	100	100	100	100	100	100	100	100	100
Malone		92	91	81		83	91	79		89		78
Wilmington	103	90	84	84	97	88	94	88	95	99	86	85
Heidelberg	124	115	114	95	100	103	106	86	103	105	92	94
Muskingum	121	109	120	117	116	107	104	112	109	110	96	107
Mt. Union	111	108	113	116	109	110	107	110	110	111	98	104
Baldwin-Wallace	136	102	117	107	122	104	114	107	118	115	108	110
Kenyon	126	129	138	147	108	111	126	137	108	109	110	119
Ohio Northern	134	110	116	113	119	101	113	114	113	118	109	115
Wittenberg	127	138	127	128	113	112	122	131	111	115	105	121
Ohio Wesleyan	133	128	135	128	119	115	125	121	113	121	116	117
University of Dayton	125	113	121	124	114	107	121	130	113	112	113	119
Ohio State University		138	161	157		122	146	122		123	133	141

Note: Compensation figures were provided by the issues of the American Association of University Professors Bulletin published in the summer following each academic year. Compensation includes salary and all fringe benefits except tuition remission. A blank indicates that no information was published. For the academic year 1974-75 Findlay College did not submit salary figures to the AAUP. We did the calculations at the time, however, and have used them in the table above.

In 1982, at Ohio State University, the compensation for full professors was 57% higher than at Findlay College, at Muskingum College it was 17% higher. At Defiance College it was 19% lower than at Findlay College.

Office of the President
Findlay College
August, 1983

Name and Location of Institution

Findlay College
Findlay, Ohio

DATA FORM A

ENROLLMENT TRENDS
(Report for this campus only)

Total number of students (excluding duplicates) during the current and previous two academic years.

DEFINITIONS

I. UNDERGRADUATE--This classification includes students enrolled in:
   A. Bachelor's degree oriented programs which usually require at least four, but not more than five years of degree credit course work.
   B. Associate degree programs specifically oriented toward the bachelor's degree.
   C. Programs leading to one, two or three year certificates, diploma or associate degrees which are specifically oriented toward preparation for immediate employment.
   D. Programs and courses taken without specific degree, transfer or employment goal. Applies only to junior or community colleges.

II. GRADUATE--This classification includes those students who have attained a bachelor's degree or first professional degree (in dentistry, law, medicine, theology, or veterinary medicine, etc.) and are enrolled in a master's specialist, or doctoral degree program.

III. PROFESSIONAL--One who is enrolled in a professional school or program which requires at least two or more academic years of previous college work for entrance and which requires a total of at least six academic years of college work for a degree; for example, one who is enrolled for a professional degree in one of the following fields: Dentistry (D.D.S.), Law (LL.B. or J.D.), Medicine (M.D.), Theology (B.D., M.Div.), Veterinary Medicine (D.V.M.) Chiropody or Podiatry (D.S.C. or D.P.), Optometry (O.D.) or Osteopathy (D.O.). All students in programs which require only four or five academic years of work (i.e., only four or five years beyond high school) for completion of the requirements for the degree should be reported as undergraduate. All students enrolled in work leading to a master's degree are to be reported as graduate (even though the master's degree is required in some fields, such as Library Science and Social Work, for employment at the professional level).

IV. NON-CREDIT--Students enrolled in non-credit adult education courses in any form.

V. FULL-TIME--Students enrolled in credit courses equal to at least 75 percent of the normal full-time load.

VI. PART-TIME--Students enrolled in credit courses equal to fewer than 75 percent of the normal full-time load.
   A. Part-time resident--Student at the reporting campus enrolled in courses equal to fewer than 75 percent of the normal full-time load
   B. Extension--Student enrolled in courses at locations away from the reporting campus equal to fewer than 75 percent of the normal full-time load. Excludes resident and non-credit enrollees.

VII. UNCLASSIFIED--Student who cannot be classified by level. Applies only to senior institutions.

Name and Location of Institution

Findlay College

Findlay, Ohio

DATA FORM A - PART 1

FULL-TIME ENROLLMENT
OPENING FALL ENROLLMENT FOR CURRENT ACADEMIC YEAR AND PREVIOUS TWO YEARS
(Report for this campus only)

	19 81 - 82	19 82 - 83	19 83 - 84
UNDERGRADUATE - Bachelor's oriented (Definitions I, A & B)	413	351	320
Freshman - Occupationally oriented (Definition I, C)			
- Undeclared (Definition I, D-Junior or Community Colleges only)			
- Bachelor's oriented (Definitions I, A & B)	183	185	195
Sophomore - Occupationally oriented Definition I, C)			
- Undeclared (Definition I, D-Junior or Community Colleges only)			
Junior	136	104	149
Senior	88	120	113
TOTAL UNDERGRADUATE	820	760	777
GRADUATE			
Master's			
Specialist			
Doctoral			
TOTAL GRADUATE			
PROFESSIONAL (By degree)			
TOTAL PROFESSIONAL			
UNCLASSIFIED (Senior institutions only)	4 44	5 53	4 58
TOTAL UNCLASSIFIED	48	58	62
TOTAL ALL LEVELS	868	818	839

Name and Location of Institution

Findlay College

Findlay, Ohio

DATA FORM A - PART 2

PART-TIME ENROLLMENT
OPENING FALL ENROLLMENT FOR CURRENT ACADEMIC YEAR AND PREVIOUS TWO YEARS
(Report for this campus and its extension operations only)

	19 81 - 82		19 82 - 83		19 83 - 84	
(Definition VI, A & B)	Resident	Exten.	Resident	Exten.	Resident	Exten.
UNDERGRADUATE - Bachelor's oriented (Definitions I, A & B)	248		253		271	
Freshman - Occupationally oriented (Definition I, C)						
- Undeclared (Def. I, D - Junior or Community Colleges only)						
- Bachelor's oriented (Definitions I, A & B)	32		35		43	
Sophomore - Occupationally oriented (Definition I, C)						
- Undeclared (Def. I, D - Junior or Community Colleges only)						
Junior	20		26		43	
Senior	35		38		54	
TOTAL UNDERGRADUATE	335		352		411	
GRADUATE						
Master's						
Specialist						
Doctoral						
TOTAL GRADUATE						
PROFESSIONAL (By degree)						
TOTAL PROFESSIONAL						
NON-CREDIT						
TOTAL NON-CREDIT						
UNCLASSIFIED (Senior institutions only)	15		25		31	
TOTAL UNCLASSIFIED	350		377		442	
TOTAL ALL LEVELS						

Name and Location of Institution

Findlay College

Findlay, Ohio

DATA FORM A - PART 3

FULL-TIME EQUIVALENT ENROLLMENT
OPENING FALL ENROLLMENT FOR CURRENT ACADEMIC YEAR AND PREVIOUS TWO YEARS
(As defined by the institution)
Report for this campus only

	19 81 - 82	19 82 - 83	19 83 - 84
UNDERGRADUATE (See definitions I.A thru D)	986	959	999
GRADUATE (See definition II)	0	0	0
PROFESSIONAL See definition III)	0	0	0
TOTAL	986	959	999

DATA FORM A - PART 4

SUMMER SESSIONS ENROLLMENT
MOST RECENT SESSIONS AND PREVIOUS TWO YEARS
(Report for this campus only)

	19 81 - 82	19 82 - 83	19 83 - 84
TOTAL UNDERGRADUATE	202	280	246
TOTAL GRADUATE	0	0	0
TOTAL	202	280	246

Name and Location of Institution

Findlay College

Findlay, Ohio

DATA FORM B - PART 1

STUDENT ADMISSIONS

OPENING FALL ENROLLMENT FOR CURRENT ACADEMIC YEAR AND PREVIOUS TWO YEARS

(Report for this campus only)

Provide as much of the following information as is available about applicants for admission in the current and previous two academic years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year should not be included as applicants in a subsequent year.

UNDERGRADUATE AND GRADUATE

		19 81 - 82	19 82 - 83	19 83 - 84
FRESHMAN	Number of applicants with complete credentials for admission to the freshman class	818	895	706
	Number of applicants accepted	774	865	687
	Number of freshman applicants actually enrolled	293	261	228
TRANSFER	Number of applicants with complete credentials for admission with advanced standing (transfer)	62	78	115
	Number of advanced-standing undergraduate applicants accepted	60	73	115
	Number of advanced-standing undergraduate applicants actually enrolled	35	37	56
MASTERS	Number of applicants with complete credentials for admission to master's program	N/A	N/A	N/A
	Number of applicants accepted for master's program	N/A	N/A	N/A
	Number of applicants actually enrolled in master's program	N/A	N/A	N/A
SPECIALIST	Number of applicants with complete credentials for admission to specialist programs	N/A	N/A	N/A
	Number of applicants accepted for specialist programs	N/A	N/A	N/A
	Number of applicants actually enrolled in specialist programs	N/A	N/A	N/A
DOCTORAL	Number of applicants with complete credentials for admission to doctoral programs	N/A	N/A	N/A
	Number of applicants accepted for doctoral programs	N/A	N/A	N/A
	Number of applicants actually enrolled in doctoral programs	N/A	N/A	N/A

Name and Location of Institution

Findlay College

Findlay, Ohio

Student Admissions (continued)
Data Form B - Part 1
(Report for this campus only)

PROFESSIONAL

	19____-____	19____-____	19____-____
(By degrees)			
Number of applicants with complete credentials for admission to professional programs			
Number of applicants accepted for professional programs			
Number of applicants actually enrolled in professional programs			

164

Findlay College

Findlay, Ohio

DATA FORM B - PART 2

ABILITY MEASURES OF FRESHMEN STUDENTS
(Report as applicable for this campus only)

A. Class ranking of entering freshmen **(See Attachment)**

Percent in top 10% of high school class _____
Percent in top 25% of high school class _____
Percent in top 50% of high school class _____
Percent in top 75% of high school class _____

B. SAT scores for entering freshmen

Class average SAT score on Verbal	N/A	Mathematical	N/A
Percent scoring above 500 on Verbal	_____	Mathematical	_____
Percent scoring above 600 on Verbal	_____	Mathematical	_____
Percent scoring above 700 on Verbal	_____	Mathematical	_____

C. Mean ACT scores for entering freshmen

Composite _____
Mathematics _____
English _____
Natural Sciences _____
Social Studies _____

D. Other tests used for admission or placement

Test name None
Mean or composite _____
Range _____

DATA FORM B - PART 3

ABILITY MEASURES OF ENTERING GRADUATE STUDENTS
(Report as applicable for this campus only)
Current year only

A. GRADUATE RECORD EXAMINATION (for total Graduate School excluding professional schools) Range High ___ - ___ Low ___ - ___

B. MILLER ANALOGIES TEST (for total Graduate School excluding professional schools) Range High ___ - ___ Low ___ - ___

C. On separate, indicate other test data used for admission

Name and Location of Institution

Findlay College

Findlay, Ohio

DATA FORM B - PART 4

STUDENT PERFORMANCE MEASURES
(Cognitive or Affective)

On separate sheet, indicate available data which describe longitudinal growth and development of undergraduate students while attending the institution. (Comparative data which indicate student change or progress toward institutional goals.)

DATA WILL BE AVAILABLE WHEN EVALUATION TEAM COMES ON CAMPUS.

Findlay College
Findlay, Ohio 45840 • 419/422-8313
DIRECTOR OF INSTITUTIONAL RESEARCH

December 8, 1982

Attachment

Data Form B - Part 2

Ability Measures of Freshmen Students

A. Class ranking of entering freshmen	1981-1982	1982-1983	1983-1984
Percent in top 10% of high school class	3.3	6.1	20.6
Percent in top 25% of high school class	25.6	42.1	40.0
Percent in top 50% of high school class	51.2	62.7	70.0
Percent in top 75% of high school class	82.6	86.8	89.4
N =	247	228	166

C. Mean ACT Scores for entering freshmen	1981-1982	1982-1983	1983-1984
Composite	17.9	18.1	17.3
Mathematics	15.5	16.8	16.3
English	17.5	16.9	16.9
Natural Sciences	20.8	20.9	19.9
Social Studies	17.0	16.9	16.1
N =	167	154	119

Name and Location of Institution

Findlay College
Findlay, Ohio

DATA FORM B - PART 5

UNDERGRADUATE STUDENT FINANCIAL AID
(Report for this campus only & current year only)

SOURCE OF FUNDING		TOTAL AMOUNT	NUMBER OF STUDENTS AIDED
FEDERAL	- Grants & Scholarships	$ 360,426	325
	- Loans	655,437	396
	- Employment	65,742	70 *
STATE	- Grants & Scholarships	223,686	190
	- Loans	0	0
INSTITUTIONAL	- Grants & Scholarships	620,105	536
	- Loans	0	0
	- Employment	120,000 *	300 *
FROM OTHER SOURCES	- Grants & Scholarships	82,713	82
	- Loans	0	0

UNDUPLICATED NUMBER OF UNDERGRADUATE STUDENTS AIDED 633

NUMBER OF STUDENTS RECEIVING INSTITUTIONAL ATHLETIC ASSISTANCE 0

PERCENTAGE OF INSTITUTIONAL AID FOR ATHLETIC ASSISTANCE 0 %

* Approximated for 1983-84

GRADUATE STUDENT FINANCIAL AID
(Report for this campus only & current year only)
Do not include professional students

FEDERAL	- Grants & Fellowships	$	
	- Loans		
	- Employment		
STATE	- Grants & Fellowships		
	- Loans		
INSTITUTIONAL	- Grants, Fellowships, Asst.		
	- Loans		
	- Employment		
FROM OTHER SOURCES	- Grants, Fellowships, Asst.		
	- Loans		

UNDUPLICATED NUMBER OF GRADUATE STUDENTS AIDED

Name and Location of Institution

Findlay College

Findlay, Ohio

DATA FORM C

INSTRUCTIONAL STAFF AND FACULTY
NUMBER, DEGREE, AND SALARY
(Report for this campus only)

Include only personnel with professional status who are primarily assigned to RESIDENT INSTRUCTION, AND DEPARTMENTAL OR ORGANIZED RESEARCH. Exclude all non-professional personnel and those professional personnel whose primary function is NOT resident instruction, departmental research or organized reseach.

As of 11/83	Number full-time	Number part-time	FULL-TIME FACULTY & STAFF HIGHEST DEGREE EARNED							FULL-TIME SALARY		
											RANGE	
			Diploma, Certificate, or none	Associate	Bachelor's	1st Professional	Master's	Specialist	Doctoral	Mean	HIGH	LOW
Professor	12	1					1		11	26,883	32,000	21,800
Assoc. Professor	15	1					8	1	6	21,113	25,600	6,600
Asst. Professor	14	1					12		2	18,864	29,000	15,000
Instructor	16	-			3		12	1		16,241	22,300	11,000
Teaching assts. & other teaching pers.	-	-										
Research staff & research assts.	-	1										
Undesignated rank	4	-	2		2					18,800	38,000	10,700
Number of instructional staff added for current academic year	11				4		6		1			
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	9				4		4		1			

Name and Location of Institution

Findlay College

Findlay, Ohio

DATA FORM D

INCOME AND EXPENDITURES
(Report for this campus only)

This report should cover the last completed fiscal year. An institution which closes its books at some date other than June 30 should use its own fiscal period and state the date of closing its books. Where the fiscal year ends on September 30 or later, use the previous fiscal year.

Accounts kept in conformity with the recommendations of the National Committee on the Preparation of the Manual of College and University Business Administration will lend themselves readily to the completion of this report.

Fill in each item in the report form, using zero where there is nothing to report. Please give totals for checking purposes.

Enter figures to the nearest dollar.

An institution maintaining separate corporations for the management of service enterprises (dormitories, bookstores, athletics, etc.) or for other purposes should include the operations of such corporations in this report.

Indicate by check mark whether:

1. Income is reported on cash basis _____ or accrual basis __X__.

2. Expenditures are reported on cash basis _____ or accrual basis __X__.

(Cash basis: Items are reported as income and as expenditures only when cash is received or made available to the institution and when it is paid out.
Accrual basis: Income is taken into the accounts as it becomes due the institution or when a bill is rendered; expenditures are taken into the accounts when obligations are incurred.)

Data Form D follows the format developed by the United States Office of Education, which the institution will use in completion of the HEGIS report.

As an alternative, a comparable financial report may be submitted.

NCA 12 Name and Location of Institution

Findlay College
Findlay, Ohio

DATA FORM D - PART 1

CURRENT FUNDS REVENUE BY SOURCE
LAST COMPLETED FISCAL YEAR AND PREVIOUS TWO YEARS

SOURCE	AMOUNT		
	1980 - 81	1981 - 82	1982 - 83
A. EDUCATION AND GENERAL (Sum of lines 1,2,3,4,5, 6,7,8,9,10 & 11)	4,370,924	5,197,626	5,797,858
1. Student Tuition and Fees	3,514,814	4,303,165	4,533,776
Percent of Total Educational and General	80.41%	82.79%	78.2%
2. Governmental Appropriations (Sum of lines 2, a,b,c)		0	
Percent of Total Educational and General		0	
a. Federal Government			
b. State Government			
c. Local Government			
3. Endowment Income	267,533	355,795	279,652
Percent of Total Educational and General	6.12%	6.85%	4.83%
4. Private Gifts	222,306	283,533	341,693
Percent of Total Educational and General	5.09%	5.46%	5.9%
5. Sponsored Research (Sum of lines 5, a thru e)	0	0	0
a. Federally funded Research and Develop. Centers			
b. Other Federal Government			
c. State Government			
d. Local Government			
e. Nongovernmental			
6. Other Separately Budgeted Research	0	0	
Percent of Total Educational and General			
7. Other Sponsored Programs (Sum of lines 7, a thru d)	250,463	163,708	109,092
Percent of Total Educational and General	5.73%	3.15%	1.88%
a. Federal Government	212,880	136,130	92,015

Name and Location of Institution
Findlay College
Findlay, Ohio

DATA FORM D - PART 1

CURRENT FUNDS REVENUE BY SOURCE (cont.)

SOURCE	AMOUNT		
	19 80 - 81	19 81 - 82	19 82 - 83
b. State Government	13,392		
c. Local Government			
d. Nongovernmental	24,191	27,578	17,077
8. Hospitals - Public Service Only	0	0	
Percent of Total Educational and General	0	0	
9. Other Organized Activities of Educational Depts.	0	0	
Percent of Total Educational and General	0	0	
10. Sales and Services of Educational Departments	0	0	
Percent of Total Educational and General	0	0	
11. Other Educational and General	115,808	91,425	90,873
Percent of Total Educational and General	2.65%	1.75%	1.56%
B. STUDENT AID (Sum of lines 1 thru 6)	425,169	437,577	442,772
Percent of Total Current Funds Revenue	7.17%	6.29%	7.63%
1. Federal Government	425,169	437,577	442,772
2. State Government			
3. Local Government			
4. Private Gifts and Grants			
5. Endowment Income			
6. Other			
C. AUXILIARY ENTERPRISES (Sum of lines 1,2 & 3)	1,137,213	1,326,893	1,337,078
Percent of Total Current Funds Revenue	19.17%	19.06%	18.74%
1. Housing	430,066	507,243	516,419
2. Food Services	543,213	624,015	599,967
3. Other Auxiliary Enterprises	163,934	195,635	220,692

Name and Location of Institution

Findlay College

Findlay, Ohio

DATA FORM D - PART 2

CURRENT-FUNDS EXPENDITURES BY FUNCTION
LAST COMPLETED FISCAL YEAR AND PREVIOUS TWO YEARS

SOURCE	AMOUNT		
	19 80 - 81	19 81 - 82	19 82 - 83
A. TOTAL EDUCATIONAL AND GENERAL (Sum of lines 1 thru 9)	3,844,327	4,497,390	4,640,826
1. Instruction and Departmental Research	1,989,844	2,325,769	2,493,900
Percent of Total Educational and General			
2. Extension and Public Service	91,213	146,289	108,673
Percent of Total Educational and General			
3. Libraries	163,557	175,459	181,159
Percent of Total Educational and General			
4. Physical Plant Maintenance and Operation	435,846	586,547	562,517
Percent of Total Educational and General			
5. General Administration, General Institutional Expense, and Student Services	1,163,867	1,263,326	1,294,577
Percent of Total Educational and General			
6. Organized Activities Relating To Educational Depts.	0	0	0
Percent of Total Educational and General			
7. Organized (sponsored and other separately budgeted) Research	0	0	0
Percent of Total Educational and General			
8. Other Sponsored Programs			
Percent of Total Educational and General			
9. All Other Educational and General			
Percent of Total Educational and General			
B. TOTAL STUDENT AID	799,960	968,879	1,067,045
C. TOTAL AUXILIARY ENTERPRISES (Sum of lines 1,2 & 3)	1,125,746	1,284,243	1,271,683
1. Housing	425,506	459,024	432,089
2. Food Services	451,958	514,052	516,946
3. Other Auxiliary Enterprises	248,282	311,167	322,648
D. CURRENT FUNDS EXPENDED FOR PHYSICAL PLANTS ASSETS NOT INCLUDED ABOVE	0	0	
E. TOTAL CURRENT-FUNDS EXPENDITURES (Sum of items A.B.C&D)	5,770,033	6,750,512	6,979,554

Name and Location of Institution

Findlay College

Findlay, Ohio

DATA FORM D - PART 3

PHYSICAL PLANT FIXED ASSETS BY BEGINNING AND ENDING VALUES
AND ADDITIONS AND DEDUCTIONS DURING FISCAL YEAR 1982-83

BALANCE AND TRANSACTION	TYPE OF ASSET				
	LAND	IMPROVE-MENTS	BUILDINGS	EQUIPMENT	TOTAL
1. BOOK VALUE OF PLANT FIXED ASSETS AT BEGINNING OF FISCAL YEAR	716,222		8,185,593	1,791,503	10,693,318
2. ADDITIONS TO PLANT FIXED ASSETS DURING YEAR (Sum of lines 2,A-D)				105,803	105,803
A. By Expenditures				105,803	105,803
B. By Gift-In-Kind from Donor					
C. By Reappraisal of Plant Value					
D. By Other Additions					
3. DEDUCTION FROM PLANT FIXED ASSETS DURING THE YEAR	1,000		16,208	5,292	22,500
4. BOOK VALUE OF PLANT FIXED ASSETS AT END OF FISCAL YEAR	715,222		8,169,385	1,892,014	10,776,621

Name and Location of Institution

Findlay College

Findlay, Ohio

DATA FORM D - PART 4

INSTITUTIONAL INDEBTEDNESS

Amount of indebtedness at the end of each of the last five fiscal years. Exclude annuity contracts for which the institution maintains an adequate reserve. Exclude short-term debt incurred in anticipation of accrued income which permits liquidation of the debt within the subsequent financial year. (Indicate indebtedness which is self-liquidating.)

	TOTAL AMOUNT OF DEBT TO OUTSIDE PARTIES		PLAN FOR LIQUIDATING DEBT
	For Capital Outlay	For Operations	For Operations
19 78 - 79	3,436,455		
19 79 - 80	3,322,692		
19 80 - 81	3,205,961		
19 81 - 82	3,081,164		
19 82 - 83	2,952,196		

Name and Location of Institution

Findlay College

Findlay, Ohio

DATA FORM E - PART 1

LIBRARY / LIBRARY LEARNING RESOURCE CENTER
(Present data where applicable or substitute proper HEGIS form)
Report for current year and previous two years
and for this campus only

SELECTED ELEMENTS OF THE COLLECTION & TRANSACTIONS	(8/80-7/81) 19 80 - 81	(8/81-7/82) 19 81 - 82	(8/82-7/83) 19 82 - 83
1. Number of book titles	73,056	75,165	76,178
2. Number of physical units of microforms, especially microfiche and microfilm. Estimate if necessary.	11,662	13,590	26,997
3. Number of titles of catalogued non-print media i.e., films, film-loops, filmstrips, slides, video-tapes and disc and tape recordings. Estimate if necessary.	1,268	1,360	1,501
4. Number of periodical titles	631	635	645
5. Number of newspapers	13	14	14
6. Number of other (non-periodical) serial titles	N/A	N/A	N/A
7. Student use of book collection--number of books in circulation annually among students divided by the number of students enrolled. (FTE)	9.78	9.58	9.78
8. Student use of reserved books--number of reserved books in circulation annually among students divided by number of students enrolled. (FTE)	8.74	12.02	11.62
9. Student use of non-print materials--number of non-print media units (filmstrips, tapes, etc.) used annually (in the library/center or outside if checked out) by students divided by number of students enrolled. (FTE) Estimate if necessary	.27	.21	.18
10. Faculty use of book collection--number of books in circulation annually among faculty divided by the number of faculty. (FTE)	42.40	37.67	29.44

Name and Location of Institution

Findlay College
Findlay, Ohio

DATA FORM E - PART 2

LIBRARY / LIBRARY LEARNING RESOURCE CENTER
EXPENDITURES
(Present data where applicable or substitute proper HEGIS form)
Report from current budget & actual expenditures
for previous two years & for this campus only

OPERATING EXPENDITURES	CURRENT	ACTUAL	
	19 82 - 83	19 80 - 81	19 81 - 82
1. Total salaries, before deductions, of regular center staff	73,824	83,483	91,261
2. Salary equivalents of contributed-service staff	N/A	N/A	N/A
3. Total wages paid to students and other hourly assistants	34,120	7,851	32,541
4. Expenditures for purchase of books and other printed library materials	70,957	61,601	64,684
5. Expenditures for non-print media	9,562	3,920	6,589
6. Expenditures for binding and rebinding	4,256	2,800	3,709
7. Expenditures for on-site production of materials	0	0	0
8. Other operating expenditures (INCLUDING replacement of equipment and furnishings but EXCLUDING all capital outlay)	37,904	46,016	69,240
9. TOTAL (Sum of lines 1 thru 7)	230,623	205,671	248,777
ESTIMATED COST OF ITEMS WHICH, THOUGH NOT CHARGED TO LIBRARY/CENTER ACCOUNTS, CONSTITUTE LIBRARY/ CENTER MATERIALS AND SERVICES			
10. Binding	N/A	N/A	N/A
11. Automation Services	N/A	N/A	N/A
12. Other (Specify)	N/A	N/A	N/A
STUDENT AND OTHER HOURLY ASSISTANCE			
13. Annual total number of hours of student assistance	10,185	9,360	9,714
14. Annual total number of hours of other hourly assistance	0	0	0

Name and Location of Institution

Findlay College

Findlay, Ohio

DATA FORM F

DEGREE, CERTIFICATE AND DIPLOMA PROGRAMS
CURRENT ACADEMIC YEAR AND PREVIOUS FOUR YEARS
(Report for this campus only)

Certificates, diplomas, and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma or degree; number of students graduated in the past four years, and number preparing to graduate this year. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. Use additional pages if necessary.

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM				
		19 78 - 79	19 79 - 80	19 80 - 81	19 81 - 82	19 82 - 83
Ex.: Bachelor of Arts	History	35	31	37	39	41
Bachelor of Arts	English/Speech Educ.					1
Bachelor of Arts	Pre-Nursing					1
Bachelor of Science	Equestrian		6	2	10	16
Bachelor of Arts	Biology	1	1	2	1	1
Bachelor of Arts	Nature Interp.	1		1	5	5
Bachelor of Arts	Accounting	14	19	20	15	22
Bachelor of Arts	Bus. Mgt. & Admin.	15	22	24	27	32
Bachelor of Arts	Marketing	10	7	10	7	10
Bachelor of Arts	Economics	2	1	3	3	2
Bachelor of Arts	Radio/TV				1	
Bachelor of Arts	Business Writing				1	1
Bachelor of Arts	Elem. Education	13	12	10	11	10
Bachelor of Arts	Art Education	2		1	3	
Bachelor of Arts	Physical Education	1	4	8	10	
Bachelor of Arts	Business Education		1	5	4	2
Bachelor of Arts	Speech/Theatre Educ.				1	
Bachelor of Arts	Art	1		1	2	2
Bachelor of Arts	Music			1	1	
Bachelor of Arts	Medical Technology		2		2	
Bachelor of Arts	English	3	3	1	3	1
Bachelor of Arts	Math	4	5	2	2	7
Bachelor of Arts	Psychology	4	3	4	7	4
Bachelor of Arts	Recreation Mgt.				1	
Bachelor of Arts	Comm./Broadcast Journalism					1
Bachelor of Arts	Nuclear Med. Tech.					4
Bachelor of Arts	Bilingual/Bicultural Education					1
Associate of Arts	Computer Science					1
Bachelor of Arts	Bus. Systems Analysis					4
Bachelor of Arts	Social Work	1		4	5	3

NCA
DATA FORM F
Degrees and Certificate Programs (cont.)

Name and Location of Institution

Findlay College
Findlay, Ohio

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM				
		19 78 - 79	19 79 - 80	19 80 - 81	19 81 - 82	19 82 - 83
Bachelor of Arts	Social Science	2	4	2	1	
Bachelor of Arts	History	2	4	1	2	1
Bachelor of Arts	Political Science		1		1	2
Bachelor of Arts	Sociology	2	1	1	1	
Associate of Arts	Equestrian	34	35	48	29	25
Associate of Arts	Accounting	6	4		6	2
Associate of Arts	Management		1		13	
Associate of Arts	Secretarial	2	3	6	4	1
Associate of Arts	Religion	8		2	3	3
Associate of Arts	Bus. Administration					9
Bachelor of Arts	Business	2		2		
Bachelor of Arts	Advertising	1				
Bachelor of Arts	Jr. High Educ.	5				
Bachelor of Arts	Spec. Education	2	1			
Bachelor of Arts	Music Education	2	3			
Bachelor of Arts	Health Education	4				5
Bachelor of Arts	Religion	2	2	4		3
Bachelor of Arts	Physical Sciences	2	4	2		
Bachelor of Arts	Public Admin.	1	1			
Bachelor of Arts	Applied Soc. Sci.	2				
Associate of Arts	Legal Secretarial	1				
Associate of Arts	Comm. Soc. Serv.	1				
Bachelor of Arts	Speech			1		1
Bachelor of Arts	Spanish		1	2		1
Bachelor of Arts	Pre-Vet			3		
Associate of Arts	Recreation			3		
Bachelor of Arts	Communications		6			2
Bachelor of Arts	Theatre Prod/ Theatre Perf.		1			
Bachelor of Arts	Sports Admin.		1			
Bachelor of Arts	Physics		1			
Bachelor of Arts	Spanish Business					1

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Name and Location of Institution

Findlay College

Findlay, Ohio

DATA FORM G

PARTIAL FOLLOW-UP OF GRADUATES

(Complete as applicable for your institution or submit similar descriptive data. Provide yearly totals for last three years. Report for this campus only.)

A. CERTIFICATE OR DIPLOMA GRADUATES

GRADUATES OF PROGRAMS EXPLICITLY DESIGNED TO PREPARE STUDENTS FOR IMMEDIATE EMPLOYMENT

Year of Graduation	Number of Graduates	No. Employed in Occup. Directly Related to Program Preparation	No. Employed in Occup. Not Related to Program Preparation	No. Continuing Their Education	Other, e.g. married military service
19____					
19____					
Last spring					

B. ASSOCIATE DEGREE GRADUATES

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GRADUATES OF PROGRAMS EXPLICITLY DESIGNED TO PREPARE STUDENTS FOR IMMEDIATE EMPLOYMENT

Year of Graduation	Number of Graduates	No. Employed in Occup. Directly Related to Program Preparation	No. Employed in Occup. Not Related to Program Preparation	No. Continuing Their Education	Other, e.g. married military service
19 81	52/44 contacted	8	3	33	0
19 82	51/42 contacted	18	1	20	3
Last spring	(Not available until December 1, 1983)				

GRADUATES OF PROGRAMS EXPLICITLY DESIGNED FOR TRANSFER TO A SENIOR INSTITUTION

Year of Graduation	Number of Graduates	Number Transfering	No. Remain. Senior Institution after First Semester	Number Immediately Employed	Other, e.g. married military service
19____					
19____					
Last spring					

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NCA
DATA FORM G
Partial Follow-up of Graduates (cont.)

Name and Location of Institution
Findlay College
Findlay, Ohio

BACHELOR'S DEGREE GRADUATES

Year of Graduation	Number of Graduates	No. Continuing on To Grad Education	Number Going into Teaching	No. Employed in Non-Teaching Occupations	Other, e.g. married, military service
19 81	101/77 contacted	10	15	43	9
19 82	122/112 contacted	9	16	76	21
Last spring	(Not available until December 1, 1983)				

MASTER'S DEGREE GRADUATES

Year of Graduation	Number of Graduates	No. Continuing onto further Grad Study	No. Enter. or Cont. in Teach. or Admin.	No. Employed in Non-Teaching Occupations	Other, e.g. married, military service
19____					
19____					
Last spring					

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SPECIALIST DEGREE GRADUATES

Year of Graduation	Number of Graduates	No. Continuing onto further Grad Study	No. Enter. or Cont. in Teach. or Admin.	No. Employed in Non-Teaching Occupations	Other, e.g. married military service
19____					
19____					
Last spring					

DOCTORAL DEGREE GRADUATES

Year of Graduation	Number of Graduates	No. Continuing onto Postdoctoral Study	No. Enter. or Cont. in Teach. or Admin.	No. Employed in Non-Teaching Occupations	Other, e.g. married, military service
19____					
19____					
Last spring					

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